

DISSERTATION

REASONS THEY SERVE:
OLDER ADULTS' MOTIVATIONS TO VOLUNTEER
IN FAITH-BASED ORGANIZATIONS

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Brad M. Jensen

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Doctoral Committee:

Advisor: Carole J. Makela

Gene W. Gloeckner
Paul M. Shelton
John A. Hoxmeier

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ABSTRACT

REASONS THEY SERVE: OLDER ADULTS' MOTIVATIONS TO VOLUNTEER IN FAITH-BASED ORGANIZATIONS

This quantitative study analyzed older adults' motivations to volunteer in faith-based organizations. Volunteerism among older adults is critical for faith-based organizations and is equally important for older adults themselves. Volunteering provides the needed workforce for faith-based organizations to accomplish their mission and provides meaningful service to older adults who are volunteering. This study explored which motivations to volunteer were most important to older adults in faith-based organizations and studied the relationships between motivation to volunteer and participants' gender, present volunteer status, age, and work status.

The study used a modified edition of a survey developed by Clary and associates called the Volunteer Functions Inventory (VFI), which identifies six motivations to volunteer (values, understanding, enhancement, social, protective, and career). The survey contains five items for each motivation. An additional five items were added to the original VFI's 30 items to measure the motivation of continuity (continuing to use professional knowledge and skills). The first section of the survey was the modified VFI and the second part asked for demographic data.

There were 395 participants from five different churches in Colorado and Iowa. Respondents were adults 50 years and older. Sixty-one percent were female and 54% of the participants were presently volunteering in or through their church 8 hours or more a month. Eighty-two percent of the participants were between the ages of 50 and 70. Forty-two percent of the participants were not working. Of those working, 66% were working full-time. The data were

analyzed using ANOVA and post hoc statistics to determine differences in motivations to volunteer based on gender, volunteer status, age, and work status.

The findings suggest the values and understanding motivations were the most important motivations for older adults to volunteer in faith-based organizations and the career motivation was the least important. There were small differences between motivations to volunteer based on gender, volunteer status, age, and work status. For example, the social motivation was more important to men than women, especially men 70 years and older.

The implication for faith-based organizations and their volunteer managers is the need to communicate how volunteer activity provides an opportunity to express personal values and increase understanding. Additionally, faith-based organizations need to create specific volunteer management strategies based on the differences in motivation to volunteer by age, gender, volunteer status, and work status.

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DEFINITION OF TERMS

Baby Boomer. An adult who is part of the Baby Boomer generation, born between 1946 and 1964 (Silva, 2007).

Builder. An adult who is part of the Builder generation, born between 1927 and 1945 (Silva, 2007).

Faith-Based Organization. An organization that is motivated by a religious mission or purpose, such as a church.

Older Adult. For the purpose of this study, any person 50 years old or older in 2014.

Volunteering. Any activity in which time is given without compensation to benefit another person, group, or organization (Wilson, 2000).

CHAPTER 1: INTRODUCTION

**“Retirement is an ongoing relentless effort in creativity. I have tried yoga, learned to cook, bought some plants, took classes in Mandarin. I just know there’s a hole in my life and I need to fill it...soon. I want the excitement, the connection. I want to be needed.”
Ben Whittaker, Robert De Niro’s character in The Intern (Warner Bros. 2015)**

I first considered the significant role of older adult volunteers during a typical lunch appointment about ten years ago with a man who I often took to lunch to pick his brain about life, ministry, and people. Being a young pastor leading a church, I had come to respect and look to this man in his early sixties for his insights and ability to cut through the complexity of an issue and define the problem to be addressed. Besides having one of the coolest names I had ever heard, Freedom had my rapt attention whenever we met together. He was a well-respected professor at the university where he served as the chair of the education graduate school.

During lunch and after my multitude of regular questions, I asked him about school and how things were going. He shared with me that he was considering retirement after the next full school year. When I asked him what he would do next, he paused and said, “I am not sure.” He and his wife were going through a list of questions like: Did they want to continue to live in the same town? Would they do some kind of work after retirement? What would they do? What were their responsibilities to kids and grandkids? Could they afford some of the things they had dreamed of in retirement? Freedom told me that so far they had more questions than answers about his future.

Background

In that conversation with Freedom, I got a glimpse of what would be coming as people in his life stage came to the end of a current career, but not the end of their ability to contribute and their passion to make a difference in the world. I recognized that he was one of millions of Builders (those born between 1927 and 1945) and Baby Boomers (those born 1946 and 1964) (Silva, 2007), who would be leaving a position and looking for what would come next. At the time, I did not realize the sheer size of this population. Baby Boomers currently make up 35% of the population ("50+ Fact and Fiction," 2013) and Builders, 9.6%. Starting in 2006, four million people have turned 60 (on average) every year and this trend will continue until 2024 representing a total population of more than 75 million people. With the average life expectancy of those over 60 at 83 years of age ("Your Age-Your Life Expectancy," 2011), it means that many people will be asking the kinds of questions that Freedom and his wife were wrestling with at that time in their lives.

Freedom was not the only one asking questions that day as we had lunch. When I considered how valuable his influence and leadership had been in our church and in my life, I wondered what I might do to help him through this process of identifying and engaging in roles that would help him thrive personally. As a leader within the local church, I believe firmly the local church is the hope of the world. Therefore, the second question was how would I help Freedom and others in similar circumstances to invest their time, remarkable energy, vast experience, and specific expertise into the mission of the Church. In other words, how do I help them find their places to volunteer in a faith-based organization? These questions led to this study.

Research Purpose, Problem, and Questions

The purpose of this study is to investigate motivations most important to older adults to volunteer in faith-based organizations. Additionally, this study examines the relationship between gender, present volunteer participation, age, present work status, and motivations to volunteer in faith-based organizations. Understanding relationships between motivations to volunteer and these variables will help faith-based organizations do a more effective job of managing (recruiting, training, and retaining) older adult volunteers and potential volunteers.

This study is critical for faith-based organizations to understand which motivations are most important for older adults. Understanding motivations can enable greater recruitment, more effective training, and higher levels of retention of volunteers (Finkelstein, 2007). Understanding motivations will strengthen faith-based organizations' ability to provide more satisfying volunteer experiences for older adults. This research focuses on the following questions:

1. Which motivations to volunteer are most important to older adults in faith-based organizations?
2. Is there a difference in motivations to volunteer in faith-based organizations between older adult men and older adult women?
3. Is there a difference in motivation to volunteer between older adults who are presently volunteering in faith-based organizations and those who are not?
4. Is there a difference in motivation to volunteer based on the ages of older adults?
5. Is there a difference in motivation to volunteer based on present work status?

Delimitations

In choosing how to study the motivations of older adults and the variables associated with those functions, I chose to focus on older adults in faith-based organizations. The sample consisted of older adults (both who were currently volunteering and who were not currently volunteering) from five large churches in Colorado and Iowa. There was no analysis done to compare the responses from the five churches. The study assumes older adults in the different churches are similar based on the way the five pastors described their respective older adult populations. The survey was sent using Qualtrics. The participants had two weeks to respond to the survey before it was closed.

Significance of Study

This study will help faith-based organizations and those leading these organizations to better understand the motivations most important to older adults. This understanding will provide a background for stronger volunteer management, which includes recruiting, training, and retaining volunteers (Macduff, 2004). Faith-based organizations depend on the work of motivated volunteers and need to make sure they are providing a helpful environment for volunteers to thrive. Because many faith-based organizations believe that volunteering is beneficial for the people volunteering, they want to provide opportunities for as many people as possible to volunteer (Johnson, 2007). Specifically related to churches, pastors have the responsibility to manage volunteers well, but often have not received training or education related to this role. This study can help pastors better understand older adult motivations to volunteer, which in turn will help them more effectively manage volunteers in their own churches. This study will inform faith-based organizations in order to provide a fulfilling

experience for older adults as they consider the motivations most important to them rather than assuming all adults are similarly motivated.

Understanding differences in motivations to volunteer based on age will help tailor their volunteer management strategies for those of different age groups of older adults. Knowing if there are differences in motivations between male and female older adults will help volunteer managers consider whether different strategies are necessary to engage both male and female volunteers. Knowing the differences in motivation to volunteer between those presently volunteering and those not presently volunteering will equip volunteer managers to strategize more carefully in recruiting and retaining older adult volunteers. Recognizing differences in motivation to volunteer based on present work status will help volunteer managers be more thoughtful about recruitment messaging and retaining strategies.

Researcher's Perspective

As with any research, my perspective plays a role in the selection of the topic and methodology of this study. First, I am a pastor of a local church and it is my conviction that people need to find a way to serve others for their own benefit. Second, as a leader of an organization that currently engages almost 500 volunteers (of all ages) to accomplish its mission, the management of those volunteers is a very important aspect of my leadership and our ministry. Finally, I am excited by the possibility of what older adults could personally experience and what they could contribute if faith-based organizations did a better job of understanding and responding to their motivations.

CHAPTER 2: LITERATURE REVIEW

This chapter discusses the dynamics of functional motivation and its relationship to volunteerism. It addresses transitions in the lives of older adults and how those transitions influence their involvement in volunteer activities, their motivation to volunteer, and their volunteer activities in organizations and in faith-based organizations specifically.

Understanding what motivates older adults to volunteer in faith-based organizations can strengthen volunteer management (recruiting, training, and retaining volunteers). Greater effectiveness in volunteer management will help faith-based organizations accomplish two specific goals – first, the fulfillment of the organization’s mission through the efforts of volunteers, and second, giving older adults opportunity to serve others in a volunteer capacity as a benefit to themselves.

Volunteerism

Volunteering involves any activity in which time is given without compensation to benefit another person, group, or cause. Volunteering is part of a general cluster of helping activities and is typically proactive rather than reactive. It entails some commitment of time and effort (Wilson, 2000). There are a variety of volunteer activities engaging a diverse population of individuals within formal and informal organizational structures (McAllum, 2014).

The number of volunteers giving time to serve others is impressive. In 2013, 62.6 million Americans volunteered approximately 7.9 billion hours valued at \$171 billion. Two of three U.S. citizens (65.1% or 143.7 million citizens) served their communities by doing favors for and helping their neighbors (Volunteering and Civil Life in America, 2012).

Volunteering not only benefits the people being served, but also benefits those who are serving. In a *Denver Post* article, Bruce DeBoskey cites research pointing to the physical and mental health and happiness of those who volunteer. The volunteering population reported an improved sense of well-being (89%); lower stress levels (73%); better physical health (68%); enhanced emotional health (77%); enriched sense of purpose in life (92%); and increased happiness (96%) compared to when they were not volunteering (DeBoskey, 2013). Other studies have reported the benefits experienced by the volunteers, such as perceived increased competence, a sense of increased life satisfaction, perceived increased marital satisfaction, and a sense of increased self-esteem (Guerra, Demain, Figueiredo, & De Sousa, 2012; Haski-Leventhal, 2009; Li & Ferraro, 2005; Wilson, 2000).

Volunteer Management

How an organization recruits, trains, and retains volunteers are all part of that organization's volunteer management strategy. Good volunteer management practices are crucial for effective engagement of volunteers (Agostinho & Paço, 2012) and to be managed well, volunteers need to be considered an organizational human resource (McBride, Greenfield, Morrow-Howell, Lee, & McCrary, 2012).

Studies have been done on specific elements of volunteer management, such as recruiting (Handy & Cnaan, 2007), training (McBride et al., 2012), and retention (Taylor, Darcy, Hoye, & Cuskelly, 2006). Hong and Morrow-Howell (2013) evaluated organizations' volunteer management strategies in relationship to the self-perceived benefits received by older adult volunteers. They studied 401 older adults serving in 13 volunteer programs across the United States to determine relationships between institutional capacity (role flexibility, recognition, cash incentives, skill development, accommodation, and integration) and older adults' self-perceived

benefits. Their findings suggest that improving certain volunteer management practices, such as role flexibility and recognition, can maximize the benefits older adults gain from volunteering (Hong & Morrow-Howell, 2013). Understanding the motivations of volunteers helps organizations improve their volunteer management practices, which in turn maximizes the perceived benefits gained by volunteers.

Volunteerism in Faith-Based Organizations

One of the factors that increases the likelihood of volunteer participation is the presence of a social network in organizational membership because social ties generate trust (Wilson, 2000). Trust makes it easier for people to step forward and donate time (Brady, Schlozman, & Verba, 1999). Faith-based organizations, understanding their role as social networks, have the opportunity to help more people find a place to volunteer.

Becsi and Balasubramanian (2008) developed a theoretical model based upon the literature that tests the influences of participation in social networks and religious organizations on volunteering behavior. Their results support the hypothesis that participation in social networks along with participation in religious organizations directly influence volunteering behavior more than personal attitudes regarding volunteering (Becsi & Balasubramanian, 2008). This confirms what Fisher and Ackerman (1998) found concerning individuals' decisions to volunteer related to the expectations of a group. The majority of people volunteer in response to a request from someone within a formal or informal social network. The more an individual is involved socially, the more opportunities occur for volunteering and the more likely he or she will be asked to volunteer (Eckstein, 2001).

As is true in other nonprofits, faith-based organizations depend on strong engagement of volunteers. For example, in my church, volunteers accomplish approximately 80% of the work

done in the church, based on number of ministry hours. The effect of participation in the faith-based organization on the willingness to volunteer has been researched. Garland, Wolfer, and Myers (2008) studied a purposive sample of 35 Christian congregations known for their active involvement in their communities. Wanting to understand these churches' cultures, they conducted in-depth individual interviews with 29 congregational leaders and 25 volunteers. Through these interviews, they discovered church cultures that supported community ministry and provided opportunities for individuals to volunteer in the community (Garland et al., 2008).

The collective nature of membership and participation in faith-based organizations lends support to social influence of religiosity upon volunteering. The literature strongly supports that religiosity directly influences individuals' dispositions toward volunteering with marked differences between those identified as religious and non-religious based on church attendance and the practice of prayer (Wilson & Musick, 1997). One reason there are proportionately more volunteers among those who are connected with faith-based organizations is because these organizations are likely to provide information about volunteering opportunities and recruit for those opportunities (Eckstein, 2001).

The studies mentioned above all point to the importance of social networks like faith-based organizations to help generate volunteerism. Understanding the motivations of older adult volunteers is critical for better volunteer management, which will improve the volunteers' experiences and the effectiveness of the organizations.

Motivation to Volunteer

Motivation is used in psychology to designate a state of tension that seeks relief or equilibrium through action (Shye, 2010). The word *motivation* comes from the Latin word *movere*, which means *to move* (Johnson, 2007; Mitchell & Daniels, 2003). Motivational theory

seeks to explain what moves people into action, what directs such behavior, and how these behaviors are maintained (Mitchell & Daniels, 2003). In general, researchers and theorists discuss motivation in terms of extrinsic motivation and intrinsic motivation. Extrinsic motivation takes place when someone engages in a certain behavior for external factors, anticipating and experiencing such things as rewards, pay, or social approval. Intrinsic motivation takes place when someone engages in a certain behavior for internal factors, anticipating and experiencing such things as happiness or satisfaction (Ryan & Deci, 2000).

The present study will focus on the functional approach to motivation which says that motives represent the functions served by actions (Allison, Okun, & Dutridge, 2002) and one action may serve different functions. This is based on the early theorizing of Smith, Bruner, and White (1956) and Katz (1960) who proposed the same attitude could serve different functions for different people. An ego-defensive attitude, for example, could serve as an avoidance function (action) for one person and as an aggressive function (action) for another. Clary et al. (1998) suggest key themes of functional analyses that have contributed to understanding phenomena and processes in the realm of attitudes and persuasion “also hold the promise for unraveling the complex motivational foundations of volunteer activity” (Clary et al. 1998, p. 1517).

According to the functional approach, volunteer interest and commitment are jointly determined by whether there is a match between the motives that are most important for a person and the opportunity structures associated with the volunteer experience (Clary & Snyder, 1999). Attempts to recruit volunteers will succeed to the extent the specific motivational functions underlying the behavior and attitudes of volunteers are addressed. Volunteers who considered a certain motivational function to be important were more motivated when they perceived they had received benefit related to that function. Clary et al. (1998) found that volunteers who received

functionally relevant benefits from being engaged in a program of community service expressed greater intentions to continue as volunteers.

Based on an analysis of the empirical research, Clary and his associates (1998) identified six motives for volunteering. These motives include: (1) developing and enhancing one's career (career); (2) enhancing and enriching personal development (enhancement); (3) strengthening one's social relationships (social); (4) escaping from negative feelings (protective); (5) learning new skills and practicing under-utilized abilities (understanding); and (6) expressing values related to altruistic beliefs (values). After identifying six motives, Clary et al. (1998) developed the Volunteer Functions Inventory (VFI) to measure these six motives. The VFI has been used with a variety of populations in a multitude of studies to understand volunteer motivations (Brayley et al., 2014; Burns, Reid, Toncar, Anderson, & Wells, 2008; Finkelstein, 2007; Okun, Barr, & Herzog, 1998; Terrell, Mosley, Terrell, & Nickerson, 2004; Yoshioka, Brown, & Ashcraft, 2007).

Six motivational functions. The Volunteer Functions Inventory (VFI) measures six motivational functions (career, enhancement, social, understanding, protective, values) each of which has been studied.

Career motivational function. The career motivation sees value in volunteering for how it might increase work-related experiences and lead to a stronger career. Career motive is more important to those who are working than it is to those who are retired. Using the VFI, Principi, Warburton, Schippers, and Di Rosa (2013) compared career motivation between working and nonworking older adult (aged 50 years or more) volunteers (N = 955). They found the same motivational pattern between the two groups, meaning both working and nonworking older adults scored the motivations in the same order of priority, but older working adults scored the

career motivation to volunteer higher than the nonworking older adults. Planalp and Trost (2009) found the career motive was more important to younger hospice volunteers than to older hospice volunteers (N = 351). Indian college students (N = 596) were motivated to volunteer when they believed that volunteering would help them network professionally, help them get a job, or help them into an institution of higher education (Ghose & Kassam, 2014).

Enhancement motivational function. The enhancement motivation is to strengthen one's personal development. Thorne (1998) found older Christian volunteers (N = 82) recognized personal development as an important result of their volunteer effort. "Almost every respondent said that he or she learned a lot and gained personally from the experience. Most perceived themselves as more strongly connected with other people in the world than they did before serving...(and) spoke of an increased realization of God being in control" (Thorne, 1998, p. 303). In a qualitative study done among volunteer community healthcare workers (N = 23) in Kenya, personal development was one of the more important motivators (Takasugi & Lee, 2012). One of the healthcare worker said, "After the training, I can now communicate with so many people, to give health education, tell them where to get the right health services..." (Takasugi & Lee, 2012, p. 842).

Protective motivational function. The protective motivation to volunteer is to protect against or escape negative feelings like guilt. The protective motivation was one of the top three motivations based on how important it was for hospice volunteers (N = 351) after the social and values motivations (Planalp & Trost, 2009).

Understanding motivational function. The understanding motivation to volunteer is to learn new skills and practice under-utilized abilities. Dwyer, Bono, Snyder, Nov, and Berson (2013) found a positive correlation between volunteer contributions and understanding. In their

study of active volunteers (N = 302) in a variety of roles facilitated through a central agency, volunteers motivated to gain understanding contributed more volunteer hours than those not motivated to gain understanding (Dwyer et al., 2013).

Social motivational function. The social motivation is seeing value in volunteering for how it might strengthen interpersonal relationships with others. Planalp and Trost (2009) found hospice volunteers who were presently working were less motivated by the social motivational function than those who were retired or unemployed. In measuring the motivation of volunteers (N = 240) from 56 different organizations, Jimenez, Fuertes, and Abad (2010) found friendships established within the organization were important motivators for volunteers who served with an organization for more than eight years. College students in India (N = 596) were motivated to volunteer by a desire to make or strengthen social contacts (Ghose & Kassam, 2014).

Values motivational function. One of the most consistently important motives, across the research, for volunteering is expressing values related to altruistic beliefs. Volunteers (N = 534) serving a large international aid and development agency were motivated by their opportunities to “be authentic and express their preferred self” (Shantz, Saksida, & Alfes, 2014, p. 689).

Motivation to volunteer and volunteer management. Understanding volunteer motivations can be very helpful for organizations and for those who manage volunteers within organizations. In a case study of two regional tourism organizations in New South Wales, Australia, Anderson and Cairncross (2005) used Clary et al.’s Volunteer Functions Inventory to measure motivation in volunteers and volunteer managers of the organizations. They compared the volunteers’ perceptions with the managers’ perceptions, asking managers which motives they thought were most important to volunteers. The more accurately volunteer managers understand what motivates volunteers, the stronger the ongoing commitment and tenure of volunteers within

that organization (Anderson & Cairncross, 2005). Volunteer management practices and strategies are influenced by volunteer managers' understanding of volunteers' motivations. Therefore managers' understandings need to be accurate to be effective because understanding will determine how managers recruit, train, and retain volunteers.

One aspect of volunteer management is recruitment, which includes promoting and marketing volunteer opportunities. Understanding potential volunteers' motivation is critical for effective promotion and marketing. Motivation-based data-driven market segmentation represents a useful way of gaining insights into heterogeneity among volunteers (Dolnicar & Randle, 2007). Six psychographic segments of volunteers in Australia were constructed on the basis of volunteering motivations. The study confirmed that marketing to each segment with customized messages according to their motivation to volunteer can increase an organization's success in volunteer recruitment (Dolnicar & Randle, 2007).

Motivation to volunteer in faith-based organizations. Johnson (2007) conducted a study with volunteers (n = 22) at a Christian church in southern Arizona to discover what motivated them to volunteer and what kept them volunteering. With a qualitative research design, data were collected through questionnaires, in-depth interviews, and observations. Through this process, a theory emerged to explain the motivational forces among volunteers at the church. Volunteers were motivated intrinsically by their desire to impact the lives of others, to build meaningful relationships with others, and for personal enjoyment. They valued their volunteer activities spiritually as seen in their desires to be obedient to God, grow spiritually, and use their abilities to serve the church and God (Johnson, 2007).

Garland, Myers, and Wolfer (2009) explored the motivations of 25 volunteers from Protestant congregations involved in community service programs. The volunteers were

motivated primarily as their way of responding to God and to the needs of others. As they served, beneficial relationships and personal benefits became motivations for continuing and sustaining their volunteer service (Garland, Myers, & Wolfer, 2009).

Older Adults

Older adults (50+) in the United States span at least two identified generations, Baby Boomers and the Builders. Baby Boomers (those born between 1946 and 1964) number 77 million people. Generally, Boomers are optimistic, team-oriented, and competent. While in their career fields, they live to work and want to make a difference. As they grow older, they are more interested in establishing a work/life balance than when they were younger. In their work, they are process-oriented and results-driven. As a group, they are the wealthiest, most active, and most physically fit generation yet in the United States (Owram, 1996).

The Builder Generation, comprised of those born between 1927 and 1945, is generally characterized by dedication and loyalty to religious associations, family/marriage, country, community, organizations, and company. They are, in general, hard working, but are not interested in individual recognition or attention. Contributing to the collective good and “giving back” is important. They adhere to the rules and do not question recognized authority (Generational Research Foundation, 2014).

Older Adult Transitions (Career, Health, and Marital)

As adults age, there are many transitions they face that need to be understood to effectively engage them as volunteers, such as transitions in career (retirement), health (generally more health concerns), and family and marriage (caregiving or the loss of a spouse). These three transitions and related issues make up most of the research on older adult transitions. Each of these transitions has potential relevance to older adults’ motivations to volunteer.

Career transitions

Payne, Robbins, and Dougherty (1991) argue effective adaptation to life events such as retirement requires an ability to maintain a sense of purpose and direction. To test this premise, quantitative and qualitative comparisons of high goal-directed and low goal-directed groups of early retirees (n = 157) were conducted. As they had hypothesized, high goal-directed retirees were viewed as more outgoing and involved. Low goal-directed retirees were viewed as self-critical, dissatisfied, and solicitous of emotional support. Low goal-directed individuals both rated and perceived their social support lower than did high goal-directed individuals (Payne, Robbins, & Dougherty, 1991). The priority of maintaining a sense of purpose and direction after retirement (whether voluntary or involuntary) is confirmed by Jo Ann Jenkins, the CEO of AARP in a 2014 article in USA TODAY. She reported successful career transition for older adults demands planning, staying connected relationally, continuing to learn (especially technology), and finding something purposeful to do with skills that have been acquired through a lifetime (Brown, 2014).

Jonathan Clements gives practical advice related to this issue in a 2006 article, *Off Your Rocker: For a Happy Retirement, Don't Swap Work for the Front Porch*. Clements starts by describing the results of poor retirement “life planning” when someone hits retirement without previously giving it attention. “Many people give scant thought to what they will do after they quit the work force,” he says. “The result can be depression, mental deterioration, declining health and possibly shorter life” (para. 1). Clements suggests that older adults spend some time thinking through these four questions: What are your passions? What is your purpose? How will you replace the stimulation of work? What’s your new role at home? Clements’ very practical

advice gives older adults precisely what they need to be thinking about as they approach retirement from the workforce (Clements, 2006).

In a review of Farrell's book, *Unretirement* (Norman, 2014), Norman quotes Chris Farrell, "An aging population presents an enormous opportunity for society and for aging individuals." All that is needed is for the last third of life to be as Farrell puts it, "reimagined and reinvented" (para. 4). That is critical for both men and women. In a survey by Financial Engines, a greater percentage (51%) of women are looking forward to retirement than men (41%) and fewer women (20%) are worried about getting bored in retirement than men (25%) (Financial Engines, 2014). Volunteering is one of the key activities that gives older adults a sustained sense of meaning and purpose in retirement.

Retirement, however, does not guarantee older adults will volunteer if they have not been volunteering already (*Older and Active: How Americans over 55 are contributing to society*, 1995). Among the retired, those most likely to volunteer are working in a part-time job, enjoying both the social contacts of the job and leisure provided by part-time employment (Okun, 1993). In research done by Pew Research Center (N = 2,969), 80% of people 18-64 years of age expected to be volunteering after age 65, of those 65 years and older surveyed 52% reported volunteering (Tergesen, 2014).

It is not just the transition of retirement that older adults face in their careers. Many older adults plan to and do work past the average retirement age of 62, but want more work flexibility (Silva, 2007). Silva (2007) reports that Diane Piktialis, mature workforce program leader for The Conference Board, indicates nonprofits should consider developing flexible work options for mature workers and robust recruitment networks to find skilled older adults. Piktialis says,

These challenges can be viewed as opportunities. Many boomers plan to work past retirement age, and many private sector workers are considering moving to nonprofits.

Baby boomers, compared with previous generations, are healthier, more educated and wealthier than any previous generation, and more inclined to stay in the workforce. Many current older employees plan to work past traditional retirement age, but not always with their current employers. This burgeoning trend provides a time-tested source of labor for nonprofits (Silva, 2007, p. 34).

Health transitions

Volunteering may positively influence health. For example, volunteering gives older adults a sense of purpose, which can affect health. Kim, Sun, Park, and Peterson (2013) researched whether purpose in life is associated with reduced stroke incidence among older adults after adjusting for relevant socio-demographic, behavioral, biological, and psychosocial factors. They used prospective data from the Health and Retirement Study, a nationally representative panel study of American adults over the age of 50. Adults (n = 6,739) who were stroke-free at baseline (2006) were studied. They concluded that greater baseline purpose in life, which active volunteering often provides, was associated with a reduced likelihood of stroke during the four-year (2006 to 2010) follow-up (Kim et al., 2013). Sneed and Cohen (2013) examined the relationship between volunteering and hypertension. Older adults (n = 1,654) who had volunteered at least 200 hours in the previous year were less likely to develop hypertension than nonvolunteers.

The benefits of volunteering extend beyond health and can affect the rate of mortality. Harris and Thoresen (2005) studied the relationship between frequent volunteering and mortality rates in The Longitudinal Study of Aging with a representative sample of 7,527 older adults (>70 years). During the 96 months of the study, 38.3% of the sample passed away. Adjusting for covariates, such as socio-demographics, medical status, physical activity and social integration, those who volunteered frequently (as opposed to never, rarely, or sometimes) had significantly reduced mortality compared to non-volunteers (Harris & Thoresen, 2005).

Sometimes health transitions will impact older adults' ability to continue as volunteers and/or change their volunteering. Researching why they stopped volunteering, Tang, Morrow-Howell and Choi (2010) found that 27.1 % of older adults (n = 207), who did not continue volunteering, did so because of declining health. Health transitions are a factor for older adults and volunteer engagement.

Marital transitions

Spousal caregiving and the loss of a spouse are two critical marital transitions many older adults face. Research has been done to evaluate the impact of these transitions on volunteer activity. In a study of 200 widowers, Balaswamy, Richardson, and Price (2004) found although social support cannot compensate for loss of a spouse, widowed persons with support have higher levels of well-being and satisfaction. They maintain their health better than widowed persons who are socially isolated (Balaswamy et al., 2004). Volunteering often provides social support needed by older adults going through marital status transitions.

It is often assumed that spousal caregiving is a factor in older adult volunteering. In a study of 8,663 older adults (ages 55 to 84), Choi et al. (2007) found no relationship between spousal caregiving and the likelihood of formal or informal volunteering for men. However, female caregivers were found to be less likely than noncaregivers to engage in formal or informal volunteering, if they reported volunteering less than 200 hours a year. No significant relationship was found between spousal caregiving and formal or informal volunteering for women who volunteered more than 200 hours a year.

Even those with spousal caregiving responsibilities, are capable of taking on multiple productive activities. It appears that spousal caregiving for most caregivers is neither a deterrent to nor a conduit for formal or informal volunteering...Although spousal caregiving is an obligation requiring, more often than not, an intensive commitment of time and energy, it is an event and situation that also needs to be understood in the broad context of each individual's previous life course. (Choi et al., 2007, p. 119)

While spousal caregiving, especially when done over a long period, tends to negatively influence caregivers' physical and mental health, volunteer activities tend to produce positive physical and mental health effects for those in caregiving roles (Choi et al., 2007). Organizations need to recognize the possible impact of spousal caregiving on the capacity for volunteering and the benefits of volunteering for caregivers.

Older Adult Volunteerism

Related to volunteering activity, older adults show greater organizational commitment than younger volunteers, donating more hours and serving for longer periods (Nelson, Hooker, DeHart, Edwards, & Lanning, 2004). Much of the research focuses on the influence of volunteerism on the physical and mental health of older adults. Li and Ferraro (2006) used three waves of data from a national survey and structural equation models to examine relationships among volunteering, functional limitations, and depressive symptoms during middle and later adulthood. Their findings reveal a beneficial effect of volunteering in later adulthood, specifically related to depressive symptoms (Li & Ferraro, 2006).

To understand the relationship between volunteer activity and happiness among a sample of older adult New Zealanders (N = 2,476), Dulin et al. (2012) specifically sought to determine if ethnicity (Māori vs. non-Māori) and economic living standards (ELS) functioned as moderators of the relationship between volunteering and happiness. Findings from multiple regression analyses showed the amount of volunteering per week was a unique predictor of the overall level of happiness. Analyses indicated ethnicity did not function as a moderator of the relationship between volunteering and happiness, but ELS did. Those with low ELS evidenced a stronger relationship between volunteering and happiness than those with high ELS. Individuals (55-70

years of age) at the low end of the economic spectrum are likely to benefit more from volunteering than those at the high end (Dulin et al., 2012).

Using motivational analysis to examine the role of satisfaction with volunteerism in a sample of older adult volunteers (N = 194), the more fulfilling the experience, the more satisfied individuals were and greater the commitment to continue volunteering. The aim of the study was to clarify the relationship between volunteer satisfaction and motive strength, motive fulfillment, time spent volunteering, and length of service, respectively. Motive strength and fulfillment correlated positively with satisfaction which, in turn, predicted time spent volunteering. Less satisfied volunteers devoted fewer hours but often remained long-term volunteers (Finkelstein, 2007).

Hong and Morrow-Howell (2013) measured older adults' self-perceived psychosocial benefits related to volunteering and institutional capacity related to volunteer management (role flexibility, recognition, cash incentives, skill development, accommodation, and integration) among 401 volunteers (ages 51 and older). Their research suggests significant associations between higher levels of benefits and role flexibility and recognition. They believe organizations need to give more thought to their institutional capacity to help older adults maximize the benefits they gain from volunteering (Hong & Morrow-Howell, 2013).

Volunteering seems to have some relationship to marital satisfaction for older adults. In her research, of older married couples (n = 95), Smith (2010) reports *Neither Volunteer* (NV) couples are more likely to report lower, on average, joint marital satisfaction than *One Spouse Volunteers* (OSV) or *Both Volunteer* (BV) couples. The BV couples were not necessarily volunteering in the same activity, but were both volunteering in some capacity.

Older Adult Volunteerism in Faith-Based Organizations

Volunteerism among older adults in faith-based organizations is thriving (Macduff, 2004). Senior volunteers are often recruited from local congregations by religious affiliates and secular agencies in the community and frequently carry out multiple roles in their local congregations. Yet, congregations and their leaders do not always view their members as part of volunteer programs. Macduff (2004) admits literature is limited on older adult volunteers (over age 55) in faith-based groups, even though older adults make up a large part of many religious congregations. Because those who regularly attend church, synagogue, or mosque services (faith-based organizations) are more likely to volunteer than those who do not (Macduff, 2004; Myers, Wolfer, & Sherr, 2013), more research needs to be done with older adult volunteers in those faith-based organizations.

Older Adult Motivation to Volunteer

Yoshioka et al. (2007) studied 216 older adults (ages 50 to 79) to determine if there are motivational differences between those who volunteer and those who do not, but might be motivated to volunteer. Using the Volunteer Functions Inventory (VFI), Yoshioka et al. found the values and social functions to be important motivations for both volunteers and non-volunteers. In light of their findings, they suggest messages to recruit and retain volunteers should communicate clearly how volunteering provides the opportunity to help others and build positive interpersonal relationships with peers. The differences between non-volunteers and volunteers were with the enhancement, understanding, and protective motivations. Non-volunteers were much more likely than present volunteers to express a desire to volunteer so they could grow and learn (enhancement/understanding) as well as to feel better about themselves (protective).

Okun and Schultz (2003) found a relationship between age and volunteer motivations using Clary's VFI. Five hundred twenty-three volunteers (ages 20 to 80+) from two affiliates of the International Habitat for Humanity completed the VFI. Multiple regression analyses revealed as age increases, the importance of career and understanding motivations decrease and social motivation increases. (Okun & Schultz, 2003).

Why Study These Constructs?

The literature is robust in research of volunteer motivation and older adult volunteerism. The purpose of this present study is to understand these motivations in the context of faith-based organizations. Faith-based organizations provide environments that can facilitate older adult volunteerism, which benefits both those being helped and the volunteers themselves. The goal of this study is to help faith-based organizations do a more effective job of recruiting, training, and retaining volunteers through a better understanding of older adults' motivations to volunteer.

CHAPTER 3: METHODOLOGY

This chapter will describe the methodology for the study. It covers the research design, the instrument used and its reliability and validity, sampling, pilot testing, and collection procedures.

The methodology for this study is quantitative (Gliner, Morgan, & Leech, 2009). A survey was used to measure older adults' motives for volunteering. Clary et al. (1998) demonstrated that volunteer motivation can be derived from individuals' survey data. The specific purpose is to investigate motivations most important to older adult volunteers in faith-based organizations. Additionally, this study examines the relationships between age, gender, present work status, present volunteering status and motivations to volunteer in faith-based organizations.

Population and Sample

The study population includes adults 50+ years of age and older from five churches in Colorado and Iowa. The study includes adults who are presently volunteering and those who are not presently volunteering (it is estimated that approximately 50% volunteer). The sample represents a population of approximately 2,000 older adults in the five churches.

According to the pastors of the churches, engaged older adults are generally characterized as inclined to serve when roles are specific and time requirements are clear. They are willing to give to a well-defined vision and are consistent in attendance of, involvement in, and support of their local church. They actively support the next generations, are open to opportunities to serve others, and are involved in small and mid-size groups. These engaged older adults are generally

supportive and willing to serve in volunteer roles that fit their stage of life, their time constraints, and their gift and skill sets.

Instrument

As the literature in volunteering was reviewed, the use of a questionnaire called the Volunteer Functions Inventory (VFI) was repeatedly reported and referenced. This led to the investigation of the original development of the VFI, its reliability and validity, and how it compared with other surveys of motivation to volunteer.

Clary et al. (1998) developed the VFI to measure volunteer motivation from a functional strategy perspective. A functional strategy approach is defined as certain actions, which serve different functions for different people. Clary and his associates identified six motives for volunteering: An example of an item for each motive is included.

- (1) **Career** - developing and enhancing one's career or developing the possibility to assist career opportunities in the future. For example, "Volunteering can help me get my foot in the door at a place where I'd like to work."
- (2) **Enhancement** - enriching personal development, offering ego positive growth and development. For example, "Volunteering increases my self-esteem."
- (3) **Protective** - escaping from negative feelings or thoughts of perhaps being more fortunate than others. For example, "Doing volunteer work relieves me of some of the guilt over being more fortunate than others."
- (4) **Social** - strengthening one's relationships and the need to be with one's friends or create new relationships. For example, "Others with whom I am close place a high value on community service."

(5) **Understanding** - learning new skills, practicing underutilized abilities, and creating opportunities to permit new learning experiences. For example, “Volunteering lets me learn through direct ‘hands-on’ experience.”

(6) **Values** – expressing personal altruistic beliefs and concern for others. For example, “I am genuinely concerned about the particular group I am serving.”

The scale contains 30 items, with five items assessing each of the six functions. Respondents are asked to indicate the importance for each of the 30 possible reasons for their volunteering using a response scale ranging from “extremely important” = 1 to “not at all important” = 7.

In their study, Allison et al. (2002) describe the VFI as the most comprehensive set of Likert rating scales for assessing motives for volunteering. The VFI is easy to administer and to score. Internal psychometric analyses of the VFI (e.g., internal consistency reliability and factor analysis) have demonstrated that items ‘behave’ in a way consistent with theoretical expectations (Clary et al., 1998). External psychometric analyses showed that volunteer outcomes such as intent to volunteer are a function of the joint effect of VFI motive scores and potential needs that can be fulfilled by volunteering (Clary, Snyder, Ridge, Miene, & Haugen, 1994).

The Volunteer Functions Inventory (VFI) was selected for this study because of its extensive use and its specificity to the measures of motivation. As the validity and reliability section later in this chapter describe, the VFI has demonstrated both reliability and validity in measuring volunteer motivation across a variety of demographics (see Table 1). Finally, the inventory was chosen because it was specific to *volunteer* motivation.

Table 1

Studies Using the Volunteer Functions Inventory (VFI)

Authors/Year	Variables	Sample
Brayley et al. 2014	Age Motivation to volunteer	Adult volunteers (ages 49-86) n = 187
Dwyer et al. 2013	Team leaders' behavior Motivation to volunteer	Agency directed volunteers at a number of sites, n = 302
Principi et al. 2013	Work status Motivation to volunteer	Working and nonworking adults (50 years and older), n = 955
Planalp & Trost 2009	Age Motivation to volunteer	Hospice volunteers, n = 351
Burns et al. 2008	Gender Motivation to volunteer	College students (267 male and 244 female), n = 511
Yoshioka, Brown, & Ashcraft 2007	Present volunteering status Motivation to volunteer	Older Adults (121 not volunteering and 95 volunteering), n = 216
Finkelstein, Penner, & Brannick 2005	Prosocial personality tendencies Sustained volunteer activity	Hospice volunteers, n = 302
Terrell et al. 2004	Gender Cultural mistrust Willingness of Blacks to donate their organs, as well as the organs of relatives Motivation to volunteer	Black students attending a university located in the southwest, n = 107
Okun & Schultz 2003	Age Motivation to volunteer	Volunteers from 2 affiliates of the International Habitat for Humanity, n = 523
Allison, Okun & Dutridge 2002	Comparing open-ended probe and the Volunteer Functions Inventory (VFI)	Volunteers for an organization that focuses on episodic volunteering in the community, n = 129

For this study, the VFI was modified according to the research done by Brayley et al. (2014), which confirmed that the career motivational function within the survey was less applicable to older adults. In their study and based on research with older adult volunteers, they substituted the items related to career with a new category they called “continuity.” They defined

continuity as “the opportunity afforded through volunteering to continue to use one’s vocational skills or to sustain their work with the younger generation” (Brayley et al., 2014, p. 4). The continuity items on the survey were items like, “Volunteering allows me to continue to use my professional knowledge and skills.” They did a factor analysis on the new items and they were valid with factor loadings of .59-.85. For this study of older adult volunteers, the continuity function items were added to the original VFI.

Validity and Reliability

The construct validity of the Volunteer Functions Inventory (VFI) has been examined using factor analysis. In exploratory factor analyses of college students’ and middle-aged volunteers’ responses, Clary et al. (1998) identified six interpretable factors that corresponded to the six motives earlier proposed (Clary, Snyder, & Ridge, 1992). Confirmatory factor analyses of the VFI data indicated the best fitting model was a six-factor model (Clary et al., 1998). Okun et al. (1998) tested three models of volunteer motivation using VFI data collected from two samples of older volunteers (n = 372, ages 55+ and n = 409, ages 50+). The six-factor model provided a much better fit to the data than either a single factor or a two-factor model. Overall, factor analyses provided support for the construct validity of the VFI.

The criterion validity of the VFI has been examined by testing the prediction that interest in volunteering is higher when there is a match between the motive most salient for a volunteer and the theme emphasized in a persuasive appeal for volunteers. Consistent with this prediction, Clary et al. (1998) demonstrated that students’ ratings of the effectiveness of a thematic appeal to volunteers was a function of the degree to which they were motivated by the theme emphasized in the appeal. The themes corresponded to the six motivations measured by the VFI (career, protective, enhancement, values, understanding, and social). The VFI appears to be a valid

instrument and the responses to the VFI are strongly correlated with actual volunteering activity (Allison et al., 2002).

Across diverse samples, the internal consistency reliability of the VFI has coefficient alphas typically above 0.80 (Clary et al., 1992). In the original set of studies introducing the VFI (n = 465), Clary et al. (1998) found internal consistency by computing Cronbach's alphas for each of the VFI scales: career, .89; enhancement, .84; social, .83; understanding, .81; protective, .81; and values, .80. In another study, the same researchers administered the VFI to a sample of 535 university students, 320 of whom reported experience as volunteers and 213 reported they had never volunteered (two students did not provide information). Each scale was internally consistent: for each career and enhancement, .85; for understanding, .84; for social, .83 and for each values and protective, .82 (Clary et al., 1998).

Related to test-retest reliability, Clary and his colleagues (1998) reported test-retest correlations for the six scale scores ranging from 0.64 to 0.78, indicating satisfactory test-retest reliability.

Since its development, the instrument has been used in a variety of studies. Burns et al. (2008) reported the VFI's reliability and validity established in other studies. Yoshioka, Brown, and Ashcraft (2007) used a modified version of the VFI (removing the career motivational function from the instrument) to measure the motivations of senior adult volunteers and non-volunteers (ages 51 to 79). They reported alpha reliability coefficients ranging from .84 to .89 and reported the VFI has been used "extensively by researchers" (Yoshioka et al., 2007, p. 34).

Pilot Testing

The pilot study was done with adults younger than 50 from one of the churches being studied. An online version of the VFI was used. The link to the survey was emailed with an

electronic cover letter to 100 randomly selected individuals from a population of approximately 400 adults. Each adult was asked to participate in a study researching motivation to volunteer. The first questions in the survey were biographical data asking age, gender, highest education level attained, and whether they were currently volunteering at the church. Thirty-eight adults finished the survey. Participants were able to understand and respond to the items in the survey and expressed appreciation for being a part of the study. All of which confirmed the use of the VFI for the present research.

Data Collection

To study the motivation of older adult volunteers, IRB approval was obtained (see Appendix A) and the cooperation of five churches secured (see Appendix B). An online survey containing a modified Volunteer Functions Inventory (see Appendix C) was created using Qualtrics. My assistant emailed the link to the online survey with the cover letter (see Appendix D) to the identified and cooperating contact in each of the five congregations in Colorado and Iowa. They, in turn, emailed the cover letter and link to the survey to the older adults in their congregations.

Adults 50+ years of age and older were identified in each local church (each church regularly updates their database to ensure accurate contact and demographic information on members of their congregation) and sent an email (see Appendix D) containing an initial introduction to the survey, the reason for the survey, and a link to the survey. The email explained that responses would be anonymous and the survey needed to be completed within 14 days to be included in the study. A reminder was sent ten days after the initial email (see Appendix E).

To ensure that both those presently volunteering and those not presently volunteering completed all the items, the survey instructions stated, “Please indicate how important each of the following possible reasons for volunteering is for you whether or not you are presently volunteering or have ever volunteered.”

Data Analysis

In Table 2 the five research questions are identified. The first column states each research question. The second column describes the survey content as it relates to the specific research question. For example, research question 2 uses the responses to the volunteer motivation items (35 items with a scale 1-7) and the gender response (male or female). The third column identifies the data level. The final column describes how the data were analyzed. For example, research question 1 consists of evaluating total level of importance scores, determining means, and rank ordering each of the six motivations per mean importance (see Appendix F for a copy of the Modified VFI scoring sheet) to determine which function is most important to older adults related to volunteering in faith-based organizations. ANOVA was used to determine differences in motivations to volunteer by gender and volunteer status. For questions four and five, ANOVA was used to determine difference in motivations to volunteer by age and work status. Post-hoc analysis was used to determine differences.

Table 2

Research Questions, Survey Items, and Related Analyses

Research Question	Survey Items	Variable Level/Code Score	Statistics and Analysis
RQ1: Which motivations to volunteer are most important for older adults in faith-based organizations?	Volunteer motivation section: Items 1-35 Response Range: Extremely important for you (1) – Not at all important for you (7)	Ordinal Total possible scores of 35-245 Possible individual motivation scores 5-35	The lowest mean of the individual motivations measured to determine importance of individual motivation.
RQ2: Is there a difference in motivations to volunteer in faith-based organizations between older adult men and older adult women?	Volunteer motivation section: Items 1-35 Response Range: Extremely important for you (1) – Not at all important for you (7) Information about you section: Question 1: Gender? Two responses: (male, female)	Ordinal Scores by individual motivation	Relating gender to volunteer motivation Null Hypothesis: There are no differences of motivations to volunteer between men and women. ANOVA to identify difference in importance of individual motivations between men and women

Table 2. *Continued*

Research Question	Survey Items	Variable Level/Code Score	Statistics and Analysis
RQ3: Is there a difference in motivation to volunteer between older adults who are presently volunteering in faith-based organizations and those who are not?	<p>Volunteer motivation section: Items 1-35 Response Range: Extremely important for you (1) – Not at all important for you (7)</p> <p>Information about you section: Question 2: Are you presently volunteering in or through the church an average of at least eight hours a month?</p> <p>Response: Yes/No</p>	<p>Ordinal</p> <p>Scores of individual motivations</p>	<p>Relating volunteering status to volunteer motivation</p> <p>Null Hypothesis: There is no difference of motivations to volunteer between those presently volunteering and those who are not.</p> <p>ANOVA to identify difference in motivations between those presently volunteering and those who are not.</p>
RQ4: Is there a difference in motivation to volunteer based on age?	<p>Volunteer motivation section: Items 1-35 Response Range: Extremely important for you (1) – Not at all important for you (7)</p> <p>Information about you section: Question 3: What is your age? Nine responses: 50-54, 55-59, 60-64, 65-69, 70-74, 75-79, 80-84, 85-89, 90+</p>	<p>Ordinal</p> <p>Scores of individual motivations</p> <p>Re-categorization of ages was necessary based on responses:</p> <p>Six responses: ≤ 54, 55-59, 60-64, 65-69, 70-74, 75+</p>	<p>Relating age to volunteer motivation</p> <p>Null Hypothesis: There is no difference in motivations to volunteer by age.</p> <p>ANOVA to identify difference of motivations based on age categories. Post hoc if differences identified.</p>

Table 2. *Continued*

Research Question	Survey Items	Variable Level/Code Score	Statistics and Analysis
RQ5: Is there a difference in motivation to volunteer based on present work status?	<p>Volunteer motivation section: Items 1-35 Response Range: Extremely important for you (1) – Not at all important for you (7)</p> <p>Information about you section: Question 4: Describe your present work status. Three responses: Working full-time, working part-time, not working</p>	Ordinal	<p>Relating present work status to volunteer motivation</p> <p>Null Hypothesis: There is no relationship between motivation to volunteer and present work status.</p> <p>ANOVA with post hoc analysis identifying difference between motivation to volunteer by present work status.</p>

CHAPTER 4: FINDINGS

The purpose of this study was to investigate motivations most important to older adults to volunteer in faith-based organizations. Additionally, this study elucidated the relationships of age, gender, present volunteer participation, and present work status to motivations to volunteer in faith-based organizations. Understanding relationships between these variables and motivations to volunteer will help faith-based organizations do a more effective job of managing (recruiting, training, and retaining) and informing programs in which older adults participate or have the potential to participate.

To answer the research questions, this study obtained responses of older adults from five churches. Each older adult was sent an email (see Appendix D) from his or her church with a link to the survey (see Appendix C). The email explained the purpose of the survey and contained a link that took the recipient to the Qualtrics website. As the gatekeepers forwarded the message, it was not possible to determine how many emails were returned undeliverable.

This chapter reports the findings in three main sections. The first section describes the characteristics of the participants. The second section presents the findings and the statistical analyses related to the research questions. Last, additional analyses are presented.

Data Management

A total of 475 individuals opened the online survey, 80 individuals did not provide sufficient responses and were eliminated from the analysis. There were 395 who completed or nearly completed the survey. There was a 16.81% response rate. For the nearly completed surveys ($n = 15$, 3.80%), certain data were interpolated based on the median responses of the 380 who completed the survey (see Appendix G). Because of the low number of participants at either

end of the age range, the original 10 age categories were collapsed into six categories. The age categories of 49 years or younger ($n = 4$) and 50-54 years ($n = 68$) were collapsed to ≤ 54 and younger ($n = 72$) and the four categories 75-79 ($n = 25$), 80-84 ($n = 11$), 85-89 ($n = 1$), and 90+ ($n = 1$) years were collapsed to 75+ years of age ($n = 38$). The resulting categories were ≤ 54 years, 55-59 years, 60-64 years, 65-69 years, 70-74 years, and 75+ years.

Descriptive Characteristics of Respondents

This section describes the participants ($N = 395$) and their demographics -- personal, professional, and present volunteer status.

Personal Demographics

Sixty-one percent of the participants were female ($n = 239$) and 39% percent were male ($n = 155$). One participant did not indicate gender. The ages of the participants were distributed from ≤ 54 years (18%), 55-59 years (23%), 60-64 years (22%), 65-69 years (19%), 70-74 years (9%), and 75+ years (10%) (see Table 3). Females in the age range of 55-59 were the most frequent at 64 (16% of all respondents), which was more than twice the number of males ($n = 28$) in the same age range. The frequency of males was similar for the four categories ≤ 54 , 55-59, 60-64, 65-69, (ranging from 28 to 33). In contrast, the number of females ranged from 42 to 64. Only in the 70-74 age category were there more males than females.

The frequency of female participants drops off for those 70+ years of age, while percentages of males in those same age categories are higher and more consistent. The frequency of both males and female participants was relatively high in the 60-64 age category (see Table 3).

Table 3

Gender by Age – Frequencies and Percentages (N = 394)

Gender	≤54		55-59		60-64		65-69		70-74		75+	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	42	17.6	64	26.8	51	21.3	46	19.3	16	6.7	20	8.4
Male	30	19.4	28	18.1	33	21.3	28	18.1	18	11.6	18	11.6
Total	72	18.3	92	23.4	84	21.3	74	18.8	34	8.6	38	9.6

Professional Demographics

Adults working full-time (n = 150) accounted for 38.1% of the participants, while about one half as many indicated working part-time (n = 79) and 41.9% indicated they were not working (n = 165) (see Table 4). Of those working full-time, 54.0% were male, while 73.8% of those working part-time were female. The frequency of males working part-time (n = 21) was less than those working full-time (n = 81) or those not working (n = 53). The highest frequency for all the participants related to work status was females not working (n = 112).

Table 4

Gender by Work Status – Frequencies and Percentages (n = 394)

Gender	Working Full-Time		Working Part-Time		Not Working	
	n	%	n	%	n	%
Female	69	28.8	58	24.3	112	46.9
Male	81	52.3	21	13.6	53	34.2
Total	150	38.1	79	20.1	165	41.9

Of those working full-time (n = 150), 92.7% were 50-64 years of age (see Table 5). Participants who were 60-64 made up more than one quarter of those working part-time (n = 79). Of those not working (n = 165), two-thirds were 65+ years of age. The frequency of those

working full-time drops from approximately one-third for those in the 55-59 age category to approximately one-quarter for those in the 60-64 category and then approximately 5% for those 65-69. The frequency of those working part-time was similar in the ≤ 54 , 55-59, and 65-69 categories and similar for those not working in the 55-59, 60-64, 70-74, and 75+ categories.

Table 5

Age by Work Status – Frequencies and Percentages (n = 395)

Age Range (years)	Full-Time		Part-Time		Not Working	
	n	%	n	%	n	%
≤ 54	48	31.8	16	20.3	8	4.9
55-59	53	35.1	15	19.0	24	14.6
60-64	39	25.8	22	27.9	24	14.6
65-69	7	4.6	13	16.5	54	32.7
70-74	3	2.0	5	6.3	26	15.8
75+	1	0.7	8	10.1	29	9.6
Total	151	38.2	79	20.0	165	41.7

Present Volunteer Status

A greater number (53.6%) of participants were presently volunteering 8 hours or more in or through the church than were not presently volunteering in or through the church. Of those presently volunteering (n = 212), 54.4% were female and 45.6% were male. The participants aged 70 to 74 (n = 34) had the highest percentage presently volunteering at 71.4 (see Table 6). For the category ≤ 54 , the frequency of those volunteering (n = 36) was the same as those not volunteering (n = 36). The frequency of those volunteering is higher in the 55-59, 65-69, 70-74, and 75+ categories.

Table 6

Age by Volunteer Status – Frequencies and Percentages (n = 395)

Age Range (years)	Volunteering		Not Volunteering	
	n	%	n	%
≤54	36	17.0	36	19.7
55-59	52	24.5	40	21.9
60-64	39	18.4	46	25.1
65-69	38	17.9	36	19.7
70-74	24	11.3	10	5.5
75+	23	10.8	15	8.2
Total	212	53.7	183	46.3

Motivations and Volunteering

The survey utilized a modified Volunteers Functions Inventory (VFI), which included 7 motivational constructs (Continuity, Social, Values, Understanding, Enhancement, Protective, and Career). There were five items for each construct. Responses were given on a scale ranging from “Extremely Important” (1) to “Not at all Important” (7).

Research Questions

This section contains the statistical analyses related to the following research questions.

1. Which motivations to volunteer are most important to older adults in faith-based organizations?
2. Is there a difference in motivations to volunteer in faith-based organizations between older adult men and older adult women?
3. Is there a difference in motivation to volunteer between older adults who are presently volunteering in faith-based organizations and those who are not?
4. Is there a difference in motivation to volunteer based on the age?

5. Is there a difference in motivation to volunteer based on present work status?

Importance of Seven Motivations

To address the first research question, the means of the participants' scores were tabulated for each of the seven motivations (see Appendix F) and compared (see Table 7). Lower scores indicate higher levels of importance (possible scores 5.00 to 35.00) (see Figure 1).

Table 7

Overall Motivation Scores

Motivations	<i>M</i>	<i>SD</i>	Skewness
Values	9.30	2.95	0.85
Understanding	13.97	4.54	1.30
Continuity	17.31	5.93	0.69
Enhancement	17.49	6.04	0.93
Social	18.00	5.79	0.71
Protective	21.12	6.41	0.26
Career	27.68	7.11	-0.58

The values motivation (expressing personal altruistic beliefs and concern for others) was the most important motivation with more than 97% of the participants indicating it was somewhat important (3.00) to extremely important (1.00) (see Figure 1).

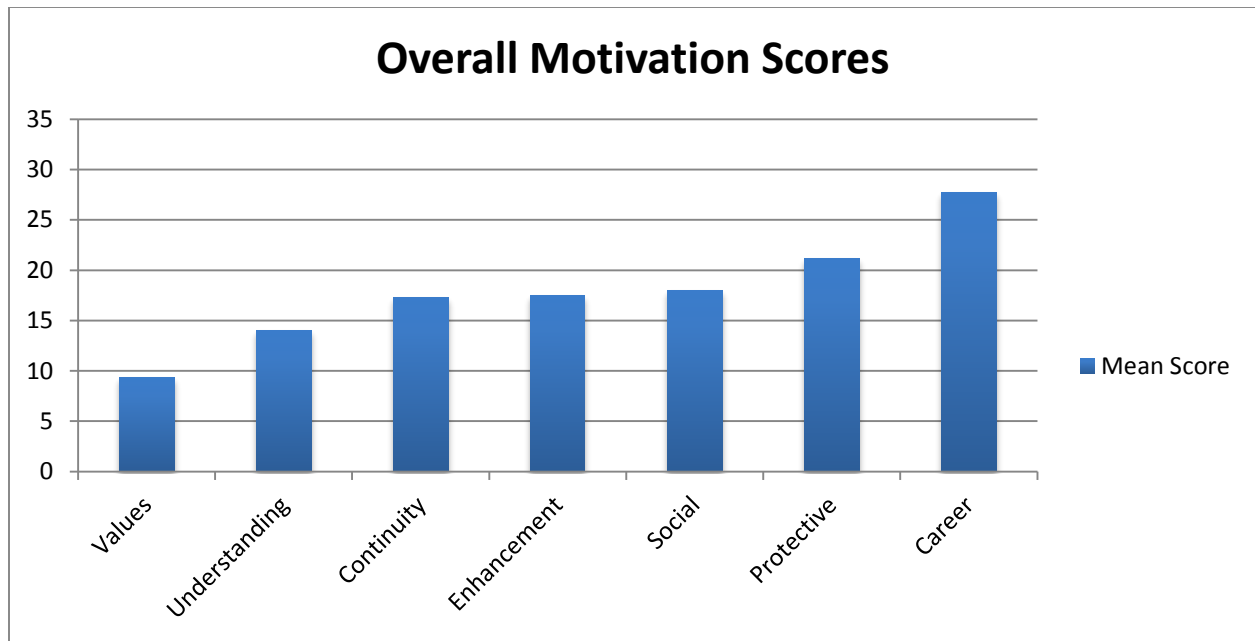


Figure 1: Overall Motivational Scores by Mean for Each Motivation (Lower Score Equals More Important)

The mean score for the values motivation was 9.30 (n = 395 respondents) with a standard deviation of 2.95 and skewness of 0.85 (see Figure 2). With skewness within the guideline of +1.00 through -1.00, the data were considered to be approximately normal.

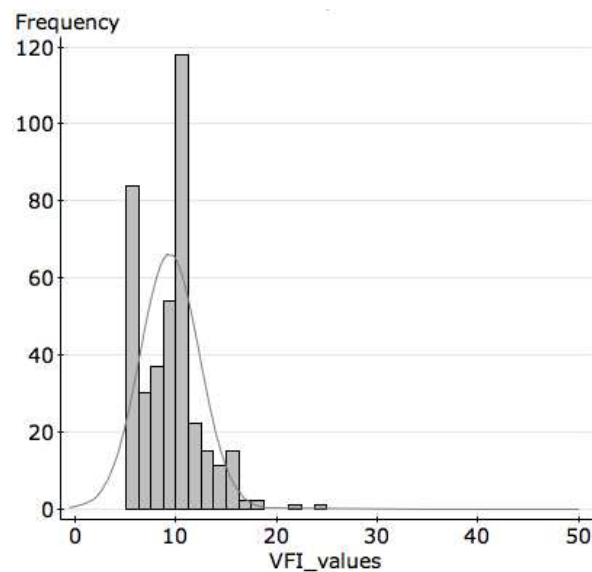


Figure 2: Distribution for Values Motivation Responses

Next after values, the most important motive was the understanding motive (learning new skills, practicing underutilized abilities, and creating opportunities to permit new learning experiences) with 83% indicating it was somewhat important to extremely important (see Figure 1). The mean score for the understanding motivation was 13.97 (n = 395 respondents) with a standard deviation of 4.54 and skewness of 1.30 (see Figure 3).

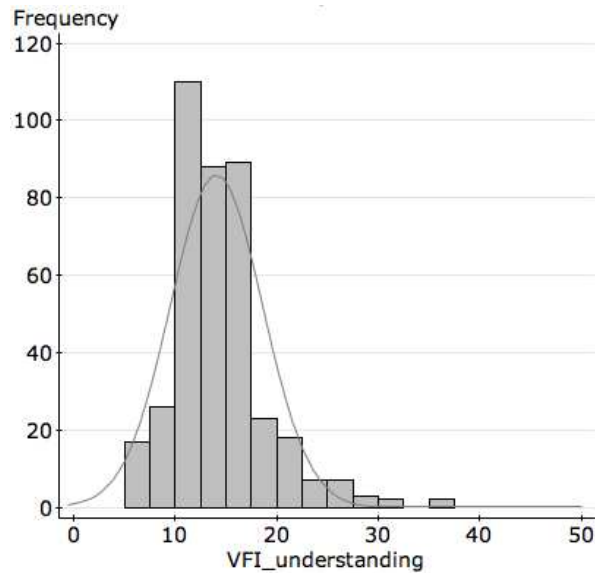


Figure 3: Distribution for Understanding Motivation Responses

The third most important motive for volunteering was the continuity motivation (continuing to use professional knowledge and skills) with more than 63% of participants indicating it was somewhat important to extremely important (see Figure 1). The mean score for the continuity motivation was 17.31 (n = 395 respondents) with a standard deviation of 5.93 and skewness of 0.69 (see Figure 4).

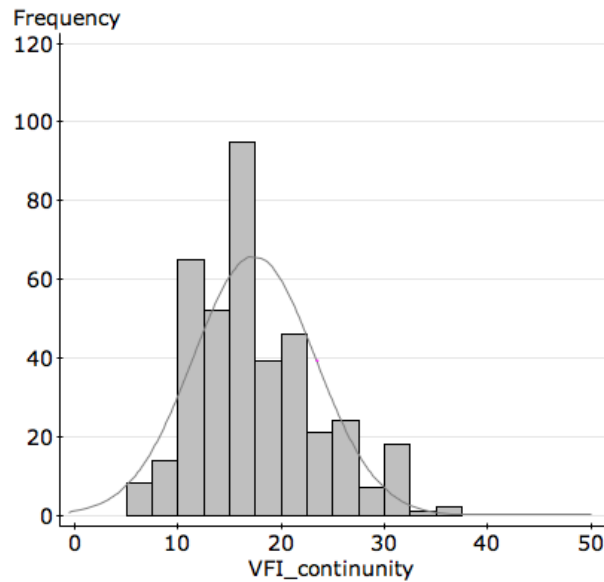


Figure 4: Distribution for Continuity Motivation Responses

The mean score for the continuity motivation ($M = 17.31$) was similar to the scores for the enhancement ($M = 17.49$) and social ($M = 18.00$) motivations. The enhancement motivation (enhancing and enriching personal development) was next in importance (see Figure 1). The mean score for the enhancement motivation was 17.49 ($n = 395$ respondents) with a standard deviation of 6.04 and skewness of 0.93 (see Figure 5).

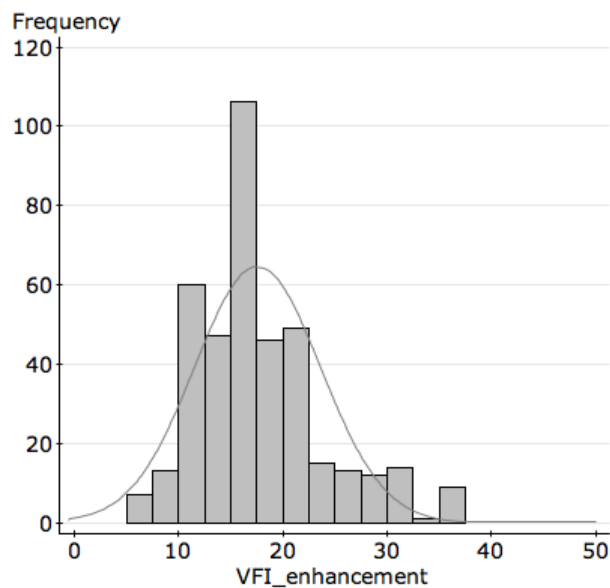


Figure 5: Distribution for Enhancement Motivation Responses

Social motivation (strengthening one's social relationships) was next in importance (see Figure 1). The mean score for the social motivation was 18.00 (n = 395 respondents) with a standard deviation of 5.79 and a skewness of 0.71 (see Figure 6).

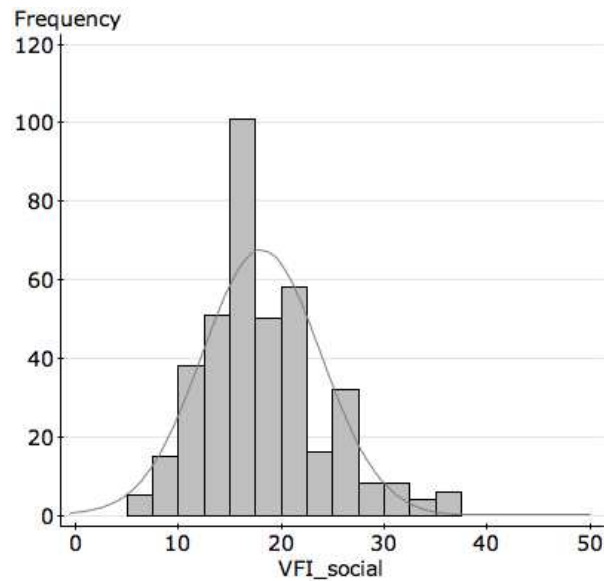


Figure 6: Distribution for Social Motivation Responses

The protective motivation (escaping from negative feelings) was second to least important (see Figure 1). The mean score for the protective motivation was 21.12 (n = 395 respondents) with a standard deviation of 6.41 and skewness of 0.26 (see Figure 7).

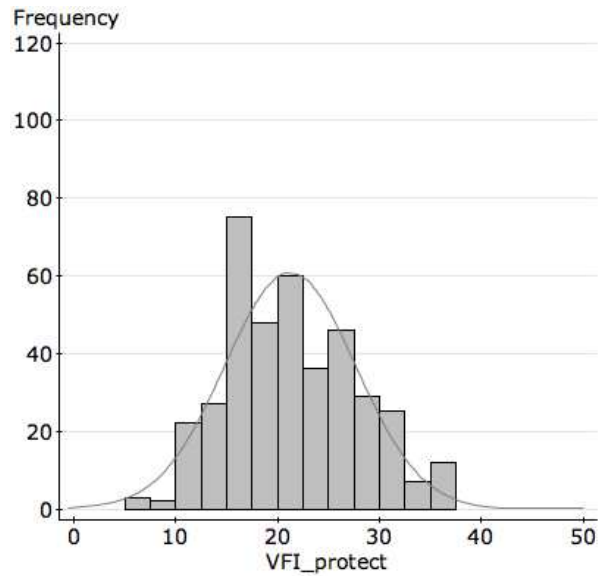


Figure 7: Distribution for Protective Motivation Responses

The least important motivation for the participants was the career motive (developing and enhancing one's career or developing the possibility to assist career opportunities in the future) with more than 85% of the participants indicating the career motivation was neither important nor unimportant (4.00) to not at all important (7.00) (see Figure 1). The mean score for the career motivation was 27.68 ($n = 395$ respondents) with a standard deviation of 7.11 and a skewness of -0.58 (see Figure 8).

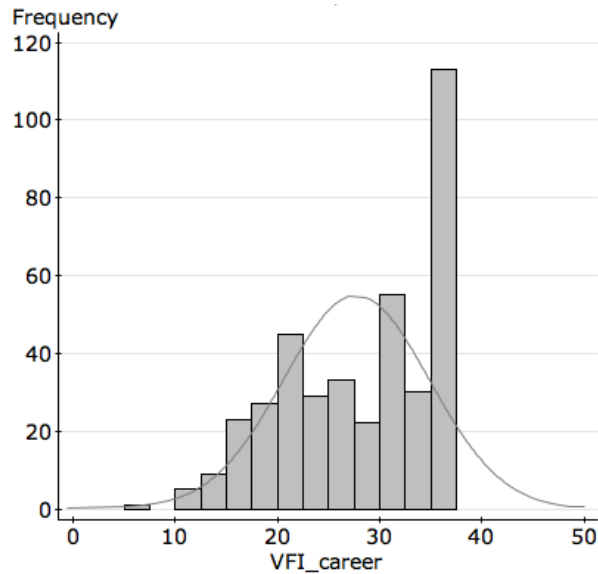


Figure 8: Distribution for Career Motivation Responses

In summary, the two most important motivations to volunteer were values and understanding, and the two least important motivations were protective and career. The motivations of continuity, enhancement, and social were similar in importance to the respondents.

Motivation by Male and Female

Research Question 2: Is there a difference in motivations to volunteer in faith-based organizations between older adult men and older adult women?

An ANOVA was conducted to identify differences between males and females for each of the seven motivations. There were significant differences between males and females for values ($p = .006$), understanding ($p < .0001$), enhancement ($p = .0002$), social ($p = .008$), and protective ($p < .0001$) motivations (indicated in Table 8 with asterisks) at the $p < .05$ level but each with a small effect size ($d \leq .30$) (see Table 8).

Table 8

Motivations by Male and Female Older Adults, Differences Analyzed by ANOVA

Motivations	Male (n = 155)		Female (n = 239)		<i>F</i>	<i>p</i>	<i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Values*	9.81	3.09	8.97	2.82	7.64	.006	.30
Understanding*	15.30	4.85	13.10	4.13	23.09	<.0001	.03
Continuity	17.94	6.30	16.90	5.66	2.85	.09	-
Enhancement*	18.90	6.49	16.58	5.56	14.30	.0002	.12
Social*	17.04	5.40	18.63	5.96	7.22	.008	.25
Protective*	22.85	6.76	19.99	5.94	19.63	<.0001	.14
Career	27.66	7.34	27.69	7.00	.001	.97	-

The motivations of values, understanding, enhancement, and protective were all slightly more important to females than to males. The social motivation was slightly more important to males ($M = 17.04$) than to females ($M = 18.63$) (see Figure 9). There were no significant differences between males and females for the two motivations of continuity ($p = .09$) and career ($p = .97$).

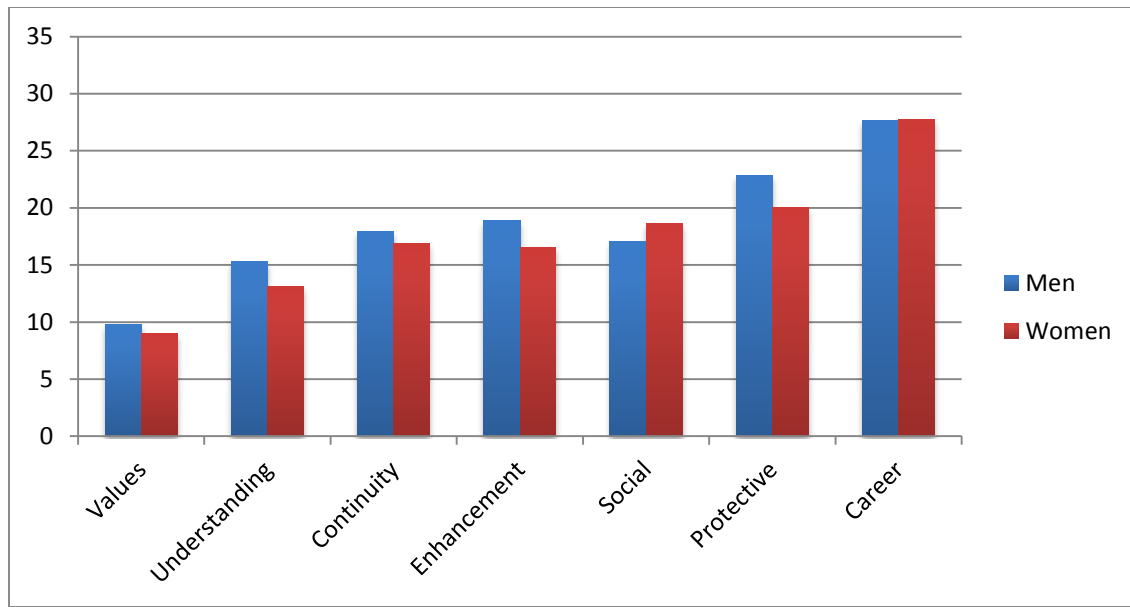


Figure 9: Motivations by Male and Female Older Adults

Motivation by Current Volunteering Status

Research Question 3: Is there a difference in motivation to volunteer between older adults who are presently volunteering in faith-based organizations and those who are not?

An ANOVA was conducted to identify differences between those presently volunteering in or through the church and those not presently volunteering in or through the church for each of the seven motivations. There was a significant difference (indicated in table 9 with asterisks) for the motivation of values ($p = .005$) and social ($p = .01$) at the $p < .05$ level, but with a small effect size (see Table 9).

Table 9

Motivations by Those Volunteering and Those Not, Differences Analyzed by ANOVA

Motivations	Volunteering (n = 212)		Not Volunteering (n = 183)		<i>F</i>	<i>p</i>	<i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Values*	8.89	2.76	9.78	3.10	9.10	.003	.29
Understanding	13.90	4.64	14.05	4.45	.11	.74	-
Continuity	17.27	6.19	17.36	5.62	.03	.87	-
Enhancement	17.81	6.39	17.11	5.59	1.31	.25	-
Social*	17.32	5.83	18.79	5.64	6.35	.01	.26
Protective	21.53	6.88	20.65	5.81	1.86	.17	-
Career	28.00	7.31	27.30	6.88	.95	.33	-

The values and social motivations were slightly more important for those presently volunteering ($M = 8.89, 17.32$, respectively) than for those not presently volunteering ($M = 9.78, 18.79$, respectively) (see Figure 10). There was no significant difference between those volunteering and those not for the motivations of continuity ($p = .87$), understanding ($p = .74$), enhancement ($p = .25$), protective ($p = .17$), and career ($p = .33$).

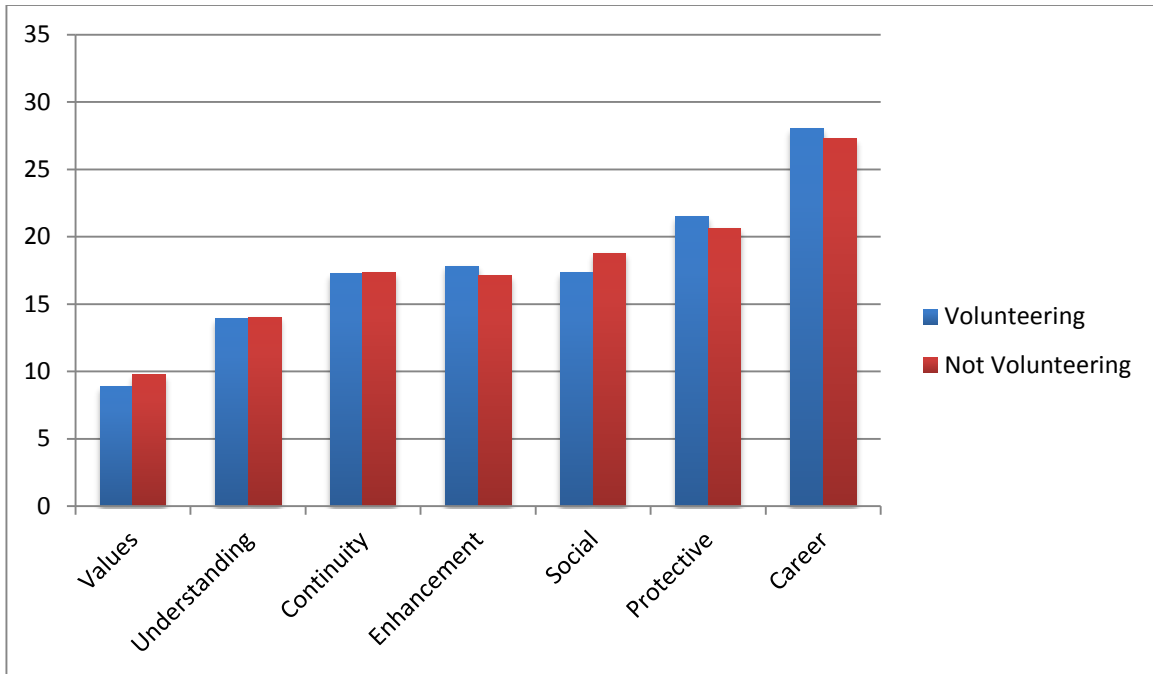


Figure 10: Motivations by Those Volunteering and Those Not

Motivation by Age

Research Question 4: Is there a difference in motivation to volunteer based on the ages of older adults?

There were significant differences by age category for the motivations of continuity ($p = .0009$), social ($p < .0001$), and career ($p = .007$) at the $p < .05$ level (indicated in Table 10 with asterisks). The effect size for each was small (see Table 10). A Tukey post hoc analysis was done on the motivations showing significant differences. The continuity motivation was slightly more important to adults 70-74 years of age than for those in the other age categories. The social motivation was slightly more important to adults 70+ years of age (indicated by superscript 'a' in Table 10) than for those in the other age categories (indicated by superscript 'b' in Table 10). The career motivation was slightly more important for adults ≤ 54 years of age (indicated by superscript 'a' in Table 10) than for those in the other age categories (indicated by superscript 'b' in Table 11) (see Figure 11). There were no significant differences among the six age categories

for four of the seven motivations -- values ($p = .10$), understanding ($p = .17$), enhancement ($p = .77$), or protective ($p = .54$).

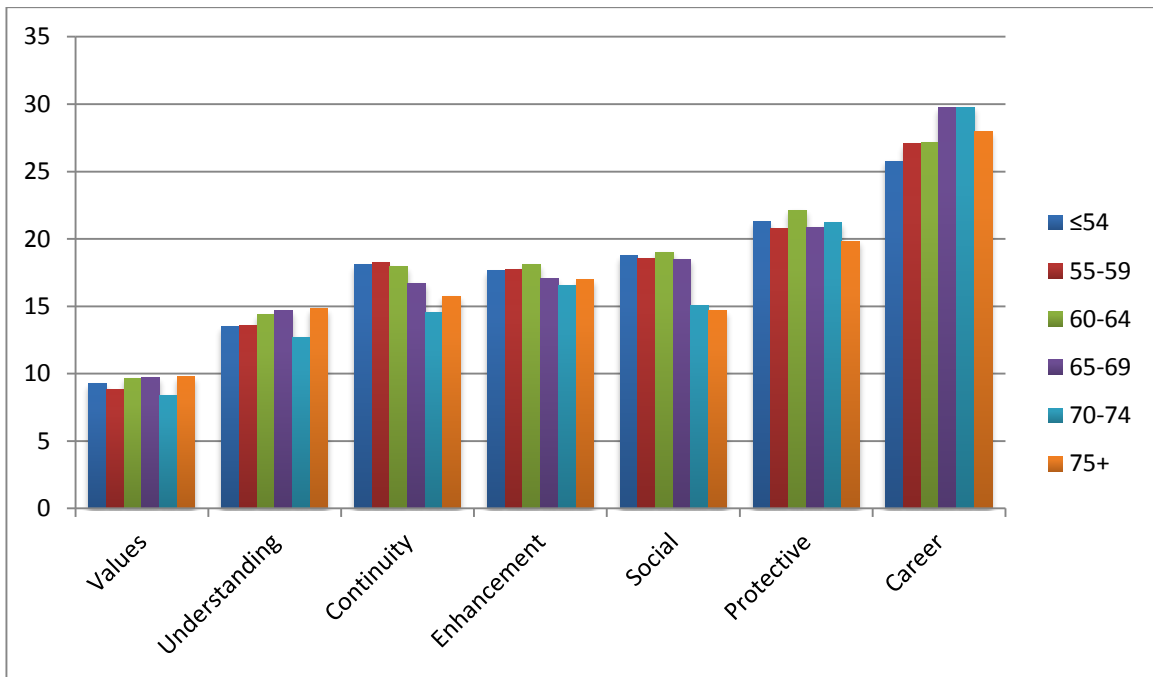


Figure 11: Motivations by Age

Table 10

Motivations by Age, Differences Analyzed by ANOVA

Motivations	≤ 54 (n = 72)		55-59 (n = 92)		60-64 (n = 85)		65-69 (n = 74)		70-74 (n = 34)		75+ (n = 38)				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	η^2
Values	9.24	2.67	8.82	2.82	9.68	3.02	9.70	3.40	8.41	2.68	9.76	2.76	1.86	.10	-
Understanding	13.50	3.86	13.55	4.10	14.38	4.92	14.65	4.62	12.70	3.70	14.79	6.05	1.56	.17	-
Continuity*	18.08 ^b	5.42	18.24 ^b	6.08	17.96 ^b	6.13	16.73 ^b	6.00	14.56 ^a	5.12	15.76 ^b	5.73	3.11	.0009	.04
Enhancement	17.64	5.70	17.71	6.49	18.11	6.23	17.05	5.64	16.53	5.26	17.00	6.65	.51	.77	-
Social*	18.75 ^b	5.94	18.52 ^b	5.09	19.02 ^b	5.98	18.50 ^b	6.32	15.06 ^a	4.26	14.71 ^a	5.01	5.55	<.0001	.07
Protective	21.31	5.91	20.74	6.30	22.13	6.99	20.89	5.83	21.21	6.36	19.84	7.41	.82	.54	-
Career*	25.78 ^a	7.67	27.07 ^b	6.90	27.16 ^b	7.49	29.77 ^b	6.51	29.79 ^b	6.24	27.95 ^b	6.48	3.24	.007	.04

Motivation by Work Status

Research Question 5: Is there a difference in motivation to volunteer based on present work status?

There was a significant difference among the participants based on work status for continuity ($p = .0006$), enhancement ($p = .02$), social ($p = .03$), and career ($p = .002$) (indicated in Table 11 with asterisks). A Tukey post-hoc analysis was done on the four motivations that showed significant differences. For the continuity motivation, significant differences were found between the means of those who were working full-time and those who were working part-time ($p = .02$) and not working ($p = .0006$). Continuity was a more important motivation to those who were working part-time or not working than for those who were working full-time. There was no significant difference between those working part-time and those not working.

For the enhancement motivation, there was significant difference between those not working and those working full-time ($p = .02$). Enhancement was a more important motivation to those who were not working than for those working full-time. There was no significant difference between those working full-time and those working part-time ($p = .46$) or between those working part-time and those not working ($p = .55$).

For the social motivation, there was significant difference between those not working and those working full-time ($p = .03$). The social motivation was more important to those not working than for those working full-time. There was no significant difference between those working full-time and those working part-time ($p = .78$) or between those working part-time and those not working ($p = .31$).

For the career motivation, there was a significant difference between those not working and those working part-time ($p = .04$) and those working full-time ($p = .003$). The career

motivation was less important to those not working than those working part-time or full-time (see Figure 12). There was no significant difference between those working full-time and those working part-time ($p = .97$). There was no significant difference among the three work statuses for values ($p = .82$), understanding ($p = .93$) or protective ($p = .16$) at the $p < .05$ level (see Table 11).

Table 11

Motivations by Work Status, Differences Analyzed by ANOVA

Motivations	Full-Time (n = 151)		Part-Time (n = 79)		Not Working (n = 165)		<i>F</i>	<i>p</i>	η^2
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Values	9.20	2.85	9.46	3.01	9.33	3.03	.20	.82	-
Understanding	13.89	4.45	14.14	4.62	13.96	4.62	.08	.93	-
Continuity*	18.77	5.92	16.56	5.76	16.35	5.78	7.64	.0006	.04
Enhancement*	18.46	6.30	17.47	6.07	16.61	5.66	3.73	.02	.02
Social*	18.81	5.53	18.28	5.81	17.13	5.91	3.51	.03	.02
Protective	21.67	6.70	21.61	6.15	20.39	6.24	1.85	.16	-
Career*	26.56	7.42	26.76	7.26	29.14	6.51	6.17	.002	.03

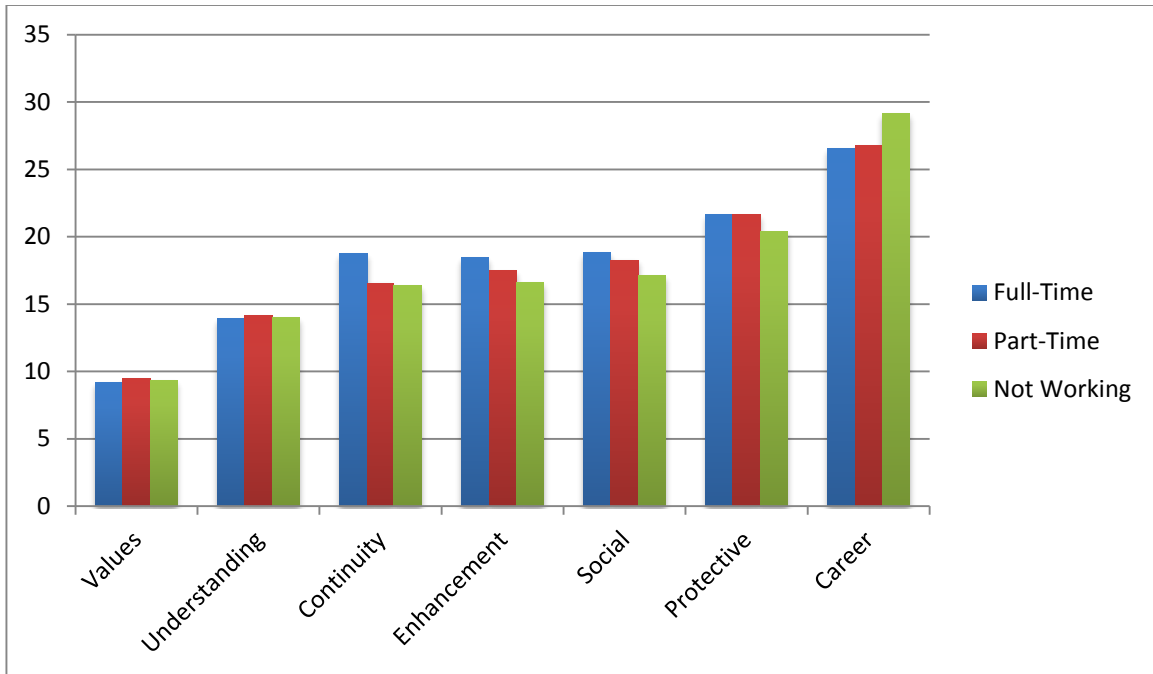


Figure 12: Motivations by Work Status

Additional Analyses

At the end of the survey, there was a comment box with the instruction, “Share your thoughts/ideas about what motivates you to volunteer.” Of the 395 respondents, 255 (64.6%) added comments. When the words and phrases were counted, phrases like, “to help others,” “give back,” “I want to serve,” “I am called,” “a way to show,” “a need that I can help” were the most frequent. After the common words (such as to, I, and) were removed from the count, the words that occurred most often were “others,” “help,” “volunteer,” “God,” “people,” “love,” and “serve.” A word cloud was created to visually portray the most frequent ideas shared in the comment box related to volunteering (see Figure 13).



Figure 13: Word Cloud of Most Frequent Words in Open-ended Question

A factor analysis was done of the VFI for the seven constructs (values, understanding, continuity, enhancement, social, protective, and career) (see Table 12). Factor loadings below .400 were not reported. The total variance explained by the seven factors was 64.26%. In the present study, it was the protective and enhancement motivations that loaded on the same factor. The continuity motivation cross-loaded with understanding, protective, and enhancement. Brayley et al. (2014) discovered the same cross-loading of enhancement and protective, but did not see cross-loading with the continuity motivations. In the present study, the motivations that loaded cleanly on their own factors were the career, understanding, social, and values motivations.

In previous studies, the six original motivations (all but the continuity motivation) loaded separately (Clary et al., 1992; Clary et al., 1998). In this study the items loaded separately on four or possibly five factors. This is similar to what Yoshioka et al. (2007) found in their study of

older adults and motivations to volunteer. They did not use the career or continuity motivation items in their study of older adults and so only had five motivations. Enhancement and understanding motivations loaded on the same factor in their study.

Table 12

Summary of Items and Factor Loadings for Varimax Seven-Factor Solution for the Modified Volunteer Functions Inventory (N = 395)

Item	Factor loading						
	1	2	3	4	5	6	7
Volunteering makes me feel needed (31).	.819						
Volunteering makes me feel better about myself (32).	.801						
Volunteering increases my self-esteem (16).	.751						
By volunteering, I feel less lonely (11).	.709						
Volunteering is a good escape from my own troubles (29).	.642						
Volunteering gives me a sense of purpose that I previously obtained from my work (33).	.639						.407
Volunteering gives me a sense of achievement that I previously gained from my work (25).	.624						
Volunteering makes me feel important (6).	.616						
Volunteering helps me work through my own personal problems (24).	.611						
No matter how bad I've been feeling, volunteering helps me forget about it (9).	.602						
Doing volunteer work relieves me of some of the guilt over being more fortunate than others (14).	.455						
Volunteering will help me succeed in my chosen profession (19).		.838					
Volunteering allows me to explore different career options (13).		.825					
I can make new contacts that might help my business or career (8).		.800					
Volunteering experience will look good on my resume (28).		.784					
Volunteering can help me get my foot in the door at a place where I'd like to work (3).		.757					
Through volunteering I can explore my own strengths (35).			.746				
I can learn how to deal with a variety of people (30).			.706				
Volunteering lets me learn through direct and hands-on experience (22).			.674				
Volunteering gives me a feeling of continued self-development (18).			.608				
I can learn about the cause for which I am working (15).			.584				
Volunteering is a way to make new friends (34).	.426		.561				
Volunteering allows me to gain a new perspective on things (17).			.515			.430	

Table 12. *Continued*

Item	Factor loading						
	1	2	3	4	5	6	7
Others with whom I am close place a high value on community service (21).				.785			
People I know share an interest in community service (7).				.731			
Volunteering is an important activity to the people I know best (27).				.720			
My friends volunteer (2).				.698			
People I'm close to want me to volunteer (5).				.667			
I feel compassion toward people in need (20).					.815		
I am concerned about those less fortunate than myself (4).					.787		
I feel it is important to help others (23).					.611	.427	
I can do something for a cause that is important to me (26).						.716	
I am genuinely concerned about the particular group I am serving (10).						.692	
Volunteering allows me to continue to use my professional knowledge and skills (1).							.625
Volunteering provides an opportunity for me to continue to mix with other professionals (12).							.519
Eigenvalue	5.76	4.19	3.60	3.18	2.25	1.89	1.62
% of variance explained	16.47	11.98	10.28	9.09	6.44	5.39	4.62

CHAPTER 5: IMPLICATIONS AND SUMMARY

Volunteers matter! This needs to be the mantra of any nonprofit organization if it hopes to accomplish its mission and purpose. Since much of the work done by successful nonprofit organizations is the result of motivated volunteers, it is critical for organizations to understand what motivates volunteers and those they seek to recruit. Understanding volunteer motivation is helpful for any nonprofit organization to manage their volunteers well. Volunteer management includes recruitment, training, and retaining volunteers.

Volunteer management and volunteer motivation are active fields of research. Much of that research is focused on older adult volunteers in the United States because of the large population of those 50 years or older (Yoshioka et al., 2007). Related to volunteering activity, older adults show greater organizational commitment than younger volunteers, donating more hours and serving for longer periods (Nelson et al., 2004).

The purpose of this study was to investigate which motivations to volunteer are most important to older adults in faith-based organizations and to understand the relationships of age, gender, present volunteer participation, and present work status to those motivations. This study focused on the motivation to volunteer of older adults in five churches (four in Colorado and one in Iowa). In these churches, surveys were sent via email to all adults 50 years and older by pastors in each of the respective churches. Qualtrics was used to facilitate the survey and collect the responses. A reminder email was sent approximately 10 days after the initial request. Data collection ended two weeks after the initial email. There were 395 participants from the five churches. Two hundred fifty-five completed the open-ended question at the end of the survey

Findings

Five research questions were considered in this study. The questions and the findings are presented here.

RQ1: Which motivations to volunteer are most important to older adults in faith-based organizations? The values motivation (expressing values related to altruistic beliefs) was most important to older adults in faith-based organizations. This finding is consistent with what Shantz, Saksida, and Alfes (2014) found in their research related to volunteer motivation. Volunteers serving a large international aid and development agency were most motivated by their opportunities to “be authentic and express their preferred self” (Shantz et al., 2014, p. 689). Planalp and Trost (2009) found the values motivation to be the most important to older adult hospice volunteers.

Many of those who responded to the open-ended question mentioned their personal religious values as motivation to volunteer. They said “Volunteering is my way of ‘being’ Jesus to those around me” and “I volunteer at my church because I love Jesus Christ. He loves people, so I love people.” This finding confirms what Wilson and Musick (1997) discovered about religiosity directly influencing individuals’ dispositions toward volunteering. In addition to religious values, other statements related to the values motivation were written--“Volunteering helps me to stay ‘other-focused,’ in relationships and to give back to the community” and “Volunteering does make the volunteer feel that they have done some good in this world.”

Second to the values motivation, the understanding motivation (learning new skills and practicing under-utilized abilities) was important to older adults in these faith-based organizations. In a study on volunteer motivation, Dwyer et al. (2013) reported a correlation between volunteer contributions and a desire to gain understanding. Respondents who indicated

a motivation to gain understanding contributed more volunteer hours than those not motivated to gain understanding (Dwyer et al., 2013). In the open-ended question in the present study, respondents said “I enjoy finding something that really fits my ability and interests,” “I am motivated by a desire to be active and engaged,” “I am constantly learning as the picture of volunteering keeps changing in my life,” “I enjoy helping others as well as learning new things,” and “I need to experience different situations.” -- all comments related to a desire to increase understanding.

After the understanding motivation, three motivations -- continuity (allows one to continue to use professional knowledge and skills), enhancement (enriching personal development, offering ego positive growth and development), and social (strengthening one’s relationships and the need to be with one’s friends or create new relationships) – were of similar importance to older adults. In response to the open-ended question, related to the continuity, enhancement, and social motivations, some of the respondents wrote, “Staying active and useful,” “Desire to be PART OF A TEAM (emphasis respondent’s) working toward a common goal,” “Finding something that really fits my ability and interests,” “I have skill in creative problem solving which has served me well and I believe the same gifts can continue to serve others even when I am not being paid,” and “I like to stay busy, keep up my skills, meet new people, get out of the house, help others, feel less lonely.”

The protective motivation (escaping from negative feelings or thoughts of perhaps being more fortunate than others) was not as important to the respondents in this study, which is different from what Planalp and Trost (2009) found with hospice volunteers. The protective motivation was one of the top three motivations for hospice volunteers. The difference from this study could be explained by the specific work done by the hospice volunteers. The specific

volunteer work with hospice patients may be more satisfying to those who are motivated by a quality of life disparity between themselves and the people they serve.

The career motivation (developing and enhancing one's career or developing the possibility to assist career opportunities in the future) was the least important motivation to the respondents. This is similar to Planalp and Trost's (2009) and Principi et al.'s (2013) findings. The career motive was more important to young volunteers than to older volunteers. In the present study this was not surprising to the researcher based on the literature and personal experience, and confirmed by the conspicuous lack of "career" responses in the open-ended question.

RQ2: Is there a difference in motivations to volunteer in faith-based organizations between older men and older women? Statistically significant differences were found among five of the motivations based on gender, each with a small effect size. The values, understanding, enhancement, and protective motivations were each slightly more important to women than to men. Social motivation was slightly more important to men than to women, especially for those 70+ years of age, a finding consistent with Yoshioka et al. (2007).

RQ3: Is there a difference in motivation to volunteer between older adults who are presently volunteering in faith-based organizations and those who are not? There was significant difference for the motivations of values and social, with small effect size for each. No significant difference was found among five of the motivations based on volunteer status. As expected by the researcher, the values and social motivations were slightly more important for those presently volunteering because volunteers are experiencing social interaction and see the difference their volunteering makes. This finding, however, was contrary to what Yoshioka, Brown, and Ashcraft (2007) reported in their study of older adults. The values and social motivation were

similar for volunteers and non-volunteers (Yoshioka et al., 2007). The difference may be the result of the kind of volunteer work being done by those in the Yoshioka study. For example, if those volunteering have few opportunities for social interaction through their volunteer work, the social motivation may be less important than other motivations. Or if those volunteering do not get a clear picture of the difference their work is making in the lives of others, the values motivation may be less important to them.

RQ4: Is there a difference in motivation to volunteer based on age? There was significant difference by age category for the continuity, social, and career motivations, with small effect sizes for each. A Tukey post hoc analysis determined the continuity motivation was slightly more important for those 70-74 years of age than for those in the other age categories. Social motivation was slightly more important to respondents who were 70+ years of age, which would be expected as they may have fewer opportunities to be in settings of community as they age. The other factor for some older adults related to the social motivation may be the loss of a spouse. The career motivation was slightly more important for those 54 years or younger. This is to be expected based on the assumption that those in the workforce expect career benefit from their volunteer work.

RQ5: Is there a difference in motivation to volunteer based on present work status? Significant differences were found for the motivations of continuity, enhancement, social, and career, with a small effect size for each. A Tukey post hoc analysis indicated the continuity motivation was slightly more important for those who were working part-time or not working than for those working full-time. This finding is consistent with the expectations of Brayley et al. (2014) who anticipated the continuity motivation would be more important for those not in the workforce.

As expected by the researcher, the enhancement and social motivations were more important to those who were not presently working than for those who were working full-time. In response to the open-ended question, respondents said, “I volunteer to use my talents” and “Service to others helps me to stay active and engaged.”

Implications

From the findings in this study, motivations most important to older adult volunteers in faith-based organizations and differences in motivation to volunteer, though small, based on gender, volunteer status, age, and work status were identified. As stated above, many of these findings are consistent with research done among older adults and volunteer motivation.

What are the implications for faith-based organizations and their volunteer management practices and how does this inform volunteer management best practices? In general, faith-based organizations need to be aware of the diversity of their older adult population when recruiting new volunteers, training present volunteers, and retaining volunteers. They need to know what motivates older adults to volunteer and how gender, volunteer status, age, and work status influence those motivations.

From these findings, faith-based organizations need to consider which motivations are generally most important to older adults and which ones are not as important. For example, since the values motivation (expressing values related to altruistic beliefs) is important to older adults, volunteer managers in faith-based organizations need to communicate how a specific volunteer role or activity benefits others and how it aligns with their religious values. To be specific and in the words of the respondents, potential volunteers need to hear how an activity provides “a way for them to ‘be Jesus’ to those around me,” or help them see “there are many needs in the world that I can do something about.” Stories need to be shared, pictures need to be shown, and

examples need to be given to communicate the expression of values and the difference one person can make in the life of another person through volunteer participation. Whether it is recruiting, training, or retaining volunteers, older adults need to know their volunteer participation makes a difference. That could happen through sending volunteers an email or note, expressing thanks, and sharing a specific story of someone who has been helped by volunteer work. Encouragement and recognition might be accomplished by hosting an annual or semi-annual appreciation event in which there are personal testimonies given by the people who have been served. The volunteer management strategy needs to be built on conviction that volunteers need to know the difference they make or are making.

It was surprising to the researcher how important the understanding motivation (learning new skills and practicing under-utilized abilities) was to the respondents. This finding has implications for volunteer management. Volunteer managers can clarify new learning opportunities when recruiting volunteers (“here’s what you will learn”) and be creative in training volunteers. For example, when recruiting older adult volunteers to serve in an organization’s work in another part of the country or world, managers could share what volunteers will be learning about that area. Another way of retaining volunteers through thoughtful training could be the inclusion of ongoing training for volunteers, which increases their understanding of the roles they serve or prepare them for new roles. For example, if a group of volunteers serves others through sewing, asking a professional to come in and share a new technique with the volunteers might be just the thing needed to retain those volunteers in their role. Since lifelong learning is an important motivation to volunteer for older adults, it is important for volunteer managers to think intentionally about how they are providing new learning opportunities for volunteers and potential volunteers.

The two motivations least important to the respondents in this study were protective (escaping from negative feelings or thoughts of perhaps being more fortunate than others) and career (developing and enhancing one's career or developing the possibility to assist career opportunities in the future). The researcher was not surprised by low level of importance of the career motivation. The career motivation may not inform the volunteer management of older adults no longer in the workforce. There may be younger segments of the population in a faith-based organization who would be motivated by opportunities to develop and enhance their careers. The researcher was surprised by the low level of importance of the protective motivation and the lack of negative comments related to what volunteers were seeking to avoid. What does this mean for volunteer managers in faith-based organizations? Volunteer managers should not use guilt or a "you should do this" message in their communication to recruit or retain volunteers. As discovered, it would be far more productive to focus on the difference a volunteer can make and the new things volunteers can learn.

The findings of this study related to the motivation to volunteer and the variables of gender, volunteer status, age, and work status have implications for volunteer managers in faith-based organizations. Based on the findings for each of these variables, Table 13 outlines specific implications for recruiting, training, and retaining volunteers.

Table 13

Recommendations from the Study for Volunteer Management Practices

Variable	Recruiting	Training	Retaining
Gender	Older men: Communicate the benefit of building friendships in their volunteer activity.	Older men: Help volunteer leaders understand how to provide space for friendships to be established.	Older men: Provide opportunities for men to connect with each other.
Age	70-74: Highlight benefits of utilizing work skills in a volunteer role. 70+: Highlight benefits of building friendships.	70-74: Help them understand how to employ their skills in the volunteer role.	70+: Provide opportunity for community while they are serving. 70-74: Celebrate how they are utilizing their skills in the volunteer role.
Work Status	Not working: Highlight benefits of building friendships.	Not working: Help volunteers understand how to utilize their work skills in the volunteer role.	Not working: Celebrate how they are utilizing their work skills in the volunteer role.
Volunteer Status	Not Volunteering: Communicate personal benefits of volunteering.	Volunteering: Train present volunteers to recruit others by sharing personal benefits of volunteering.	Volunteering: Celebrate friendships established and the differences made.
Summary	Target communication in the recruiting process. Communicate the potential difference made.	Creatively train for utilization of learned skills and how to recruit others.	Celebrate the differences made, the utilization of learned skills, and the friendships established.

Limitations

Participants in this research were involved in local churches of relatively similar backgrounds and beliefs. Members of other faith-based organizations may have responded differently to the survey.

This research utilized a modified version of the Volunteer Functions Inventory (VFI). While the VFI is a valid and reliable survey for volunteer motivation, there may be other

motivations specific to adults volunteering in faith-based organizations to be studied. For example, it could be helpful to identify specific motivations related to religious beliefs that go beyond the VFI's values motivation.

Using the modified VFI by adding the “continuity” motivation, may be helpful when used with older adult retired populations but may not be as helpful with younger adult populations. For younger populations, keeping the “career” motivation in the inventory will be important and when studying a broad group of adults, it may be helpful to include both the “career” and “continuity” motivations.

Future Research

Continued research in this area is important because faith-based organizations need to understand the dynamics and potential of older adult volunteers. For the sake of the organization and for the sake of the individuals in the organization, careful and intentional volunteer management is critical.

Based on the responses to the open-ended question, it could be beneficial to follow up a similar study with a qualitative study, doing participant interviews to identify specific aspects of each motivation for various volunteer roles. For example, discovering the connection between specific volunteer roles and volunteer motivation may be helpful--the research question, “Is there a difference in motivation to volunteer based on volunteer role?” Another question related to volunteer role could be, “What are differences in motivation to volunteer based on whether the opportunity is a one time event or an ongoing commitment?”

Another helpful question to study is related to retirement, “Are people who retire ‘early’ (ages 50-60) more likely to volunteer than those who retire ‘later’ (ages 65-70)?” Following up

on the importance of the motivation of understanding, it may be helpful to ask older adults what they would like to learn.

Research with various faith-based organizations would be helpful to determine, “Are there differences in motivation to volunteer by religion, religious practice, or denomination?” The answer to this question may guide organizations into unique approaches to volunteer management and collaboration. Another question that may be helpful for all kinds of faith-based organizations is “Is there a relationship between charitable contributions and volunteer engagement or motivation to volunteer?” Discovering a relationship between contributions and volunteer motivation may affect the way organizations recruit volunteers.

Based on the factor loadings in this study (see Table 12), it could be helpful to develop a new volunteer motivation questionnaire for older adults that combines the enhancement and protective motivations with the continuity motivation because of the similarity of the items.

Summary

Effective volunteer management in faith-based organizations helps accomplish two purposes: (a) the fulfillment of the organization’s mission; and (b) helping people find a place of meaningful service to enhance their well being. When volunteer managers in faith-based organizations understand the motivations to volunteer they are better equipped to recruit, train, and retain volunteers. This holds true for all kinds of volunteers, including older adults, which is a growing population in the United States ("50+ Fact and Fiction," 2013). This growing population has remarkable energy, vast experiences, specific expertise, and an ability to invest where they feel they can make a difference.

In their own words from this study, they want to...“be involved in something I have a high level of interest in,” “stay active and engaged,” and “fill some of the void from no longer

being in the workforce.” They are concerned about others and want to...“be Jesus to those around me,” “find their purpose in helping and encouraging others,” “give back to the community and help those less fortunate,” “do something about the many needs in the world,” “show my care for others,” and “accomplish something important to me and make the world a better place.”

Faith-based organizations can help older adults reach these goals in their volunteer service by understanding what motivates them to volunteer and providing good volunteer management based on that understanding. There is great potential for faith-based organizations and the people in them when volunteers are understood and managed well! Because in the words of Ben Whittaker, Robert De Niro’s character in *The Intern* (Warner Bros. 2015), “There’s a hole in my life and I need to fill it...soon. I want the excitement, the connection. I want to be needed.”

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APPENDICES

APPENDIX A:

IRB Approval



Date: To:

From: Re: IRB ID:

April 30, 2015

Carole Makela, Education and Human Research Studies Brad Jensen, Education and Human Research Studies

IRB Coordinator, Research Integrity & Compliance Review Office
(RICRO_IRB@mail.colostate.edu)

Reasons They Serve: Older Adults Motivations to Volunteer in Faith-Based Organizations
048 -16H **Review Date:** April 30, 2015 **This project is valid from three years from the review date.**

Research Integrity & Compliance Review Office

Office of Vice President for Research Fort Collins, CO 80523-2011 (970) 491-1553

FAX (970) 491-2293

The Institutional Review Board (IRB) Coordinator has reviewed this project and has declared the study exempt from the requirements of the human subject protections regulations with conditions as described above and as described in 45 CFR 46.101(b):

The IRB determination of exemption means that:

☐ **This project is valid for three years from the initial review.** After the three years, the file will be closed and no further research should be conducted. If the research needs to continue, please let the IRB Coordinator know before the end of the three years. You do not need to submit an application for annual continuing review.

☐ You must carry out the research as proposed in the Exempt application, including obtaining and documenting (signed) informed consent if stated in your application or if required by the IRB.

☐ Any modification of this research should be submitted to the IRB through an email to the IRB Coordinator, prior to implementing any changes, to determine if the project still meets the Federal criteria for exemption.

☐ Please notify the IRB Coordinator (RICRO_IRB@mail.colostate.edu) if any problems or complaints of the research occur. Please note that you must submit all research involving human participants for review by the IRB. **Only the IRB or designee may make the determination of exemption**, even if you conduct a similar study in the future.

APPENDIX B:
Email of Cooperation from Pastors

Brad,

██████████ is pleased to cooperate with you in your research of older adults and their motivation to volunteer. I understand that I will be sending two emails on your behalf to all of the adults at ██████████ who are 50 years and older. The first email will contain a link to a survey that is completely voluntary and anonymous. The second email will be a reminder to fill out the survey. ██████████ understands you will not collect any contact information, including email addresses, from any of the participants in the study.

Sending the two emails to all adults 50 years and older is ██████████'s total obligation in your research process.

Yours Sincerely,

██████████

(your title and contact information)

APPENDIX C:
Volunteering Survey

Thank you for being part of this research! The goal of this study is to help churches be more intentional in their efforts to help older adults find their place of effective ministry. By completing the survey you are consenting to participate in this research. There are two sections in the survey-your motivation to volunteer and information about yourself. The whole survey shouldn't take you more than about 15 minutes to complete. Thanks again for being part of this research!

VOLUNTEER MOTIVATION: Please indicate how important each of the following possible reasons for volunteering is for you whether or not you are presently volunteering or have ever volunteered.

Volunteering allows me to continue to use my professional knowledge and skills.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

My friends volunteer.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

Volunteering can help me get my foot in the door at a place where I'd like to work.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

I am concerned about those less fortunate than myself.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

People I'm close to want me to volunteer.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

Volunteering makes me feel important.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

People I know share an interest in community service.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

I can make new contacts that might help my business or career.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

No matter how bad I've been feeling, volunteering helps me to forget about it.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

I am genuinely concerned about the particular group I am serving.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

By volunteering, I feel less lonely.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

Volunteering provides an opportunity for me to continue to mix with other professionals.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

Volunteering allows me to explore different career options.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

Doing volunteer work relieves me of some of the guilt over being more fortunate than others.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

I can learn more about the cause for which I am working.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

Volunteering increases my self-esteem.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

Volunteering allows me to gain a new perspective on things.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

Volunteering gives me a feeling of continued self-development.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

Volunteering will help me succeed in my chosen profession.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

I feel compassion toward people in need.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

Others with whom I am close place a high value on community service.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

Volunteering lets me learn through direct & hands-on experience.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

I feel it is important to help others.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

Volunteering helps me work through my own personal problems.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

Volunteering gives me a sense of achievement that I previously gained from my work.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

I can do something for a cause that is important to me.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

Volunteering is an important activity to the people I know best.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

Volunteering experience will look good on my resume.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

Volunteering is a good escape from my own troubles.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

I can learn how to deal with a variety of people.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

Volunteering makes me feel needed.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

Volunteering makes me feel better about myself.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

Volunteering gives me a sense of purpose that I previously obtained from my work.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

Volunteering is a way to make new friends.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

Through volunteering I can explore my own strengths.

- ☐ Extremely Important (1)
- ☐ Very Important (2)
- ☐ Somewhat Important (3)
- ☐ Neither Important nor Unimportant (4)
- ☐ Somewhat Unimportant (5)
- ☐ Very Unimportant (6)
- ☐ Not at all Important (7)

Share your thoughts/ideas about what motivates you to volunteer.

INFORMATION ABOUT YOU: Please tell us a few things about yourself.

Q1 Gender?

- ☐ Male (1)
- ☐ Female (2)

Q2 Are you presently volunteering an average of at least eight hours a month in or through the church?

- ☐ Yes (1)
- ☐ No (2)

Q3 What is your age?

- ☐ 49 or younger (1)
- ☐ 50-54 (2)
- ☐ 55-59 (3)
- ☐ 60-64 (4)
- ☐ 65-69 (5)
- ☐ 70-74 (6)
- ☐ 75-79 (7)
- ☐ 80-84 (8)
- ☐ 85-89 (9)
- ☐ 90+ (10)

Q4 Describe your present work status:

- ☐ Working full-time (1)
- ☐ Working part-time (2)
- ☐ Not working (3)

APPENDIX D:
Cover Email to Participants

Subject: Why volunteer?

Dear [REDACTED] (or however you normally address those part of your church)

Finding the right place to serve is so important. At [REDACTED], we want everyone to find the place that fits his or her gifts, abilities, and passion. Understanding why people serve is part of making sure that [REDACTED] does a good job of creating the best serving opportunities for you. A friend of [REDACTED], Pastor Brad Jensen ([REDACTED] in Fort Collins, CO) is doing some special research with adults who are 50 years and older to understand what motivates them to volunteer. [REDACTED] is one of five churches partnering with him to help him to do this research.

The goal of his research is to help churches be more intentional in their efforts to help older adults find their place of effective ministry. I am asking you to participate in this research by completing a short survey (link below). You need to know that the survey will take you no more than 15 minutes to complete, is completely anonymous, and will not collect any of your personal contact information. In order for your input to be included in the research, you need to complete the survey by (Date).

I am really excited to see what Brad learns in this research and how it might help us at [REDACTED] be even more helpful in finding the right place of ministry for each person. If you are interested in finding out the results of this research, please email Brad at bjensen@faithefc.org and he will be happy to share what he learns through this research.

Yours, (or whatever closing you normally use)

[REDACTED] (or whatever title/name combination you normally use

APPENDIX E:
Reminder Email to Participants

Dear [REDACTED],

About ten days ago you received an email invitation to participate in a survey related to what motivates people to volunteer. Pastor Brad Jensen of [REDACTED] in Fort Collins is doing a research study to help churches do a good job in helping people find their place to serve.

If you already completed the survey, thank you! If you haven't had the chance yet, I hope you will take a moment to give Brad your input before the survey closes in a few days. It shouldn't take you more than 15 minutes to complete. Just click on the link below.

If you have any questions about the survey or would like to receive a copy of the results from Brad, please email him at bjensen@faithefc.org

Link to survey: https://chhscolostate.qualtrics.com/SE/?SID=SV_7UM11KYN7ClreSh

Yours,

Pastor [REDACTED]

APPENDIX F:
Modified VFI Scoring Sheet

VFI Continuity	Item	1	12	18	25	33	
	Response	___	+	___	+	___	+
		___	+	___	+	___	=

							(SUM) (mean)
VFI Social	Item	2	5	7	21	27	
	Response	___	+	___	+	___	+
		___	+	___	+	___	=

							(SUM) (mean)
VFI Values	Item	4	10	20	23	26	
	Response	___	+	___	+	___	+
		___	+	___	+	___	=

							(SUM) (mean)
VFI Understanding	Item	15	17	22	30	35	
	Response	___	+	___	+	___	+
		___	+	___	+	___	=

							(SUM) (mean)
VFI Enhancement	Item	6	16	31	32	34	
	Response	___	+	___	+	___	+
		___	+	___	+	___	=

							(SUM) (mean)
VFI Protect	Item	9	11	14	24	29	
	Response	___	+	___	+	___	+
		___	+	___	+	___	=

							(SUM) (mean)
VFI Career	Item	3	8	13	19	28	
	Response	___	+	___	+	___	+
		___	+	___	+	___	=

							(SUM) (mean)

APPENDIX G:
Data Management

A total of 475 individuals opened the online survey, 80 individuals did not provide sufficient responses and were eliminated from the analysis. There were 395 who completed or nearly completed the survey. For the nearly completed surveys (n = 15, 3.80%), certain data were interpolated based on the median responses of the 380 who completely finished the survey. Twenty-nine of 425 responses (35 x 15) were interpolated (6.8% of the items) for the 15 surveys.

Interpolated values:

Question 6, I added two 4's	Question 23, I added one 6
Question 7, I added one 5	Question 28, I added one 5
Question 10, I added two 4's	Question 31, I added three 3's
Question 11, I added one 3	Question 32, I added one 6
Question 15, I added one 4	Question 34, I added two 3's
Question 18, I added one 5	Question 35, I added two 3's
Question 19, I added three 3's	Question 36, I added one 3
Question 20, I added one 4	Question 37, I added one 3
Question 21, I added two 2's	Question 38, I added one 3
Question 22, I added one 3	Question 39, I added one 3

Age Categories:

The original ten age categories: 49 years or younger, 50-54 years, 55-59 years, 60-64 years, 65-69 years, 70-74 years, 75-79 years, 80-84 years, 85-89 years, to 90+ years were collapsed to six: 54 years or younger, 55-59 years, 60-64 years, 65-69 years, 70-74 years, and 75+ years of age.